DOCUMENT RESUME

ED 482 174 JC 030 611

TITLE	Diablo Valley College Institutional Effectiveness Fact Book, 2002-2003.
INSTITUTION	Diablo Valley Coll. Pleasant Hill, CA.
PUB DATE	2003-07-00
NOTE	302p.; Prepared by the Office of Planning, Research and Student Outcomes. For the 2000-2001 Fact Book, see ED 472 195.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC13 Plus Postage.
DESCRIPTORS	Academic Degrees; Academic Persistence; *College Outcomes Assessment; Community Colleges; Demography; *School Effectiveness; School Holding Power; Self Evaluation (Groups); Student Attrition; Transfer Rates (College); *Two Year College Students; Two Year Colleges
IDENTIFIERS	*Diablo Valley College CA

ABSTRACT

This Fact Book offers information regarding Diablo Valley College (DVC), California. The report offers summary statistics about DVC's students and programs, and the state and county (Contra Costa) environment in which DVC functions. The population of Contra Costa County is one of the most highly educated in the nation; has a diverse population, with 19% of its citizens foreign born; and has a relatively low unemployment rate, although in 2000 this ranged from 3.7% to 6.4% in different areas of the county. This disparity among the service areas is magnified when one examines the unemployment rate for individual cities. Nonetheless, the unemployment rate for the state was 7% during the same period. The report argues that the low unemployment rate in the service area is affected by DVC's and other colleges' vocational education programs. DVC serves an enrollment population of more than 23,000 students each semester, with female students typically outnumbering male students. The percentage of white students has declined from 62.3% in 1997-98 to 54.3% in 2001-02. The report is divided into the following six sections: (1) External Environment; (2) Internal Environment; (3) Enrollment Patterns; (4) Underprepared Students; (5) Special Populations; and (6) Accountability and Institutional Effectiveness. Contains more than 200 tables and figures. (NB)

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Preface

Diablo Valley College's **Institutional Effectiveness Fact Book** is a bi-annual publication that provides a ready source of information to answer frequently-asked questions about the college and its operations. It contains a broad spectrum of information about the past and present, and its primary purposes are to promote organizational understanding and provide a basis for decision-making. Some of the information presented in this edition is taken from administrative reports produced by various state, district, and DVC offices. The staff of the Office of Planning, Research, and Student Outcomes thanks those offices for their valuable contributions. In an ongoing effort to provide timely information, the Office will continue to refine this document and welcomes your comments and suggestions for improvement.

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EVALUATION FORM

We would like to continue to improve Diablo Valley College's Institutional Effectiveness Fact Book, and we need your suggestions and comments. Please assist us by completing the following evaluation and returning it to:

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Your Name (optional) ____________________

Department or Address ____________________

1. Describe any information that you think should be added or expanded in the next edition of the Fact Book: ____________________
2. Give the page number and description of information that you think could be clarified or eliminated: ____________________
3. Other comments and suggestions for improvement: ____________________

— Thank You —

Introduction

This publication is designed to accomplish two objectives. It serves as a fact book that presents summary statistics about Diablo Valley College's students and programs, and the state and county environment within which the College functions. In addition, the report provides an assessment of DVC's institutional effectiveness. In general, institutional effectiveness can be evaluated by examining several indicators such as successful course completion, number of transfer students, number of degrees and certificates awarded, and other aspects of the college's life. The information is presented within a time frame that ranges from two to ten years. Benchmarking and comparison with selected peer institutions in California is also provided.

This publication has been prepared in accordance with the best practices in the field of institutional research. It reflects a deep awareness of the seriousness of the assessment process and a sincere commitment to the principles and philosophy on which it rests. The process of self-assessment should result in identification of strengths and weaknesses and in making suggestions for improvement. Hence, the production of this publication is not viewed as an end in itself, but as part of an ongoing process for continuous improvement, steered both externally by the regional accreditation standards and internally by the college and its constituents.

Diablo Valley College is committed to excellence and integrity in its educational programs and to quality of services to students, faculty, staff, and the public. The college seeks to improve in all areas, noting in particular the importance of contemporary management practices and the principles of institutional effectiveness. It recognizes the importance of strengthening and integrating the process of planning, assessment, and budgeting; and the systematic carrying out of DVC's institutional mission.

While the volume of data contained in this report is enormous, we tried to focus on the most important aspects of the college and allow for some narration and interpretation of facts along the way. Admittedly, reading of this report will not be like reading a novel with a plot and a cast of characters. But it is structured like a symphony with some organization that should guide the reader in understanding the relatedness of its different components. These components comprise the following six items:

- External Environment
- Internal Environment
- Enrollment Patterns
- Underprepared Students
- Special Populations
- Accountability and Institutional Effectiveness

External Environment

General Demographics

Social Characteristics

Economic Characteristics

Job Growth

Competition from Post-Secondary Institutions

Summary and Implications

Section I: External Environment

Section I provides a wide variety of information about Diablo Valley College's external environment. The main purpose of this section is to present a broad background that enhances the reader's understanding of the detailed information that appears in other sections of this publication. There are five subsections that relate mainly to the external environment, including demographic, social, and economic characteristics; the labor market; and competition from other post-secondary institutions. The information in Section I has been drawn from a variety of sources, including the U.S. Census 2000, state, and county databases and numerous college and district publications.

The discussion in the first three subsections (demographic, social, and economic characteristics) provides an opportunity for comparing the environmental data at two levels:

- Comparison of the national, state, and county data
- Comparison of data among the three college service areas in the Contra Costa Community College District

In effect, the tables presented in this section have six pieces of information that enable the reader to travel mentally from the broadest macro level of the U.S. to the narrowest micro level of the college service area.

Since the raw census figures are not available to us, the information for the college service areas represents the summation of data for the incorporated communities only. Based on the U.S. Census 2000, a total of 797,126 persons lived in the incorporated cities and towns in Contra Costa County, representing 84% of the overall population of 948,816 persons in the county. The remaining 16% of the population lived in the rural and unincorporated areas.

1. General Demographics of the Community

Contra Costa County is a suburban-commercial county of 948,816 residents (U.S. Census 2000), the great majority of whom live in 19 cities and about a dozen unincorporated towns. The county covers about 733 square miles (approximately half the size of Rhode Island), and is the ninth most populous among California's 58 counties. More importantly, Contra Costa is an enclave of a highly-educated urban class with a relatively high income and a clear evidence of wealth.

Contra Costa County is served by three publicly-supported community colleges that comprise the Contra Costa Community College District (CCCCD). These colleges are strategically located in the eastern (Los Medanos—LMC), central (Diablo Valley College—DVC), and the western (Contra Costa College—CCC) parts of the county. Although access to any of the colleges is open to all residents, the county has been traditionally divided into three service areas—one for each of the three colleges in the district.

DVC's service area includes the north and south central parts of the county and encompasses ten incorporated cities and several unincorporated communities. These cities are: Clayton, Concord, Danville, Lafayette, Martinez, Moraga, Orinda, Pleasant Hill, San Ramon, and Walnut Creek. The population in these incorporated cities amounts to 409,775 persons, or 51 percent of the 797,126 persons residing in the county's incorporated areas. The population for LMC's and CCC's service areas were 196,222 (25%) and 191,129 (24%), respectively.

To understand the demographics of the community, one needs to examine a few indicators, including gender, age, ethnicity, and size of household. For simplicity and brevity, this report will refer to the three service areas as east county (LMC), central county (DVC), and West County (CCC).

Gender

Contra Costa County has a higher percentage of females (51.2%), compared to that of California (50.2%) and the U.S. (50.9%). The county is the home of Rossmoor, one of the largest retirement communities in Northern California. Since the life expectancy for women (72.6 years) is longer than that for men (67.5 years), the gender breakdown in the county shows a tendency toward a higher percentage of females.

With respect to the college service areas, females account for 51.4% in central county, compared to 50.8% in east county and 51.7% in west county. The implications of these statistics are clear. The feminization of college campuses will continue, particularly as more women continue their education and join the labor force.

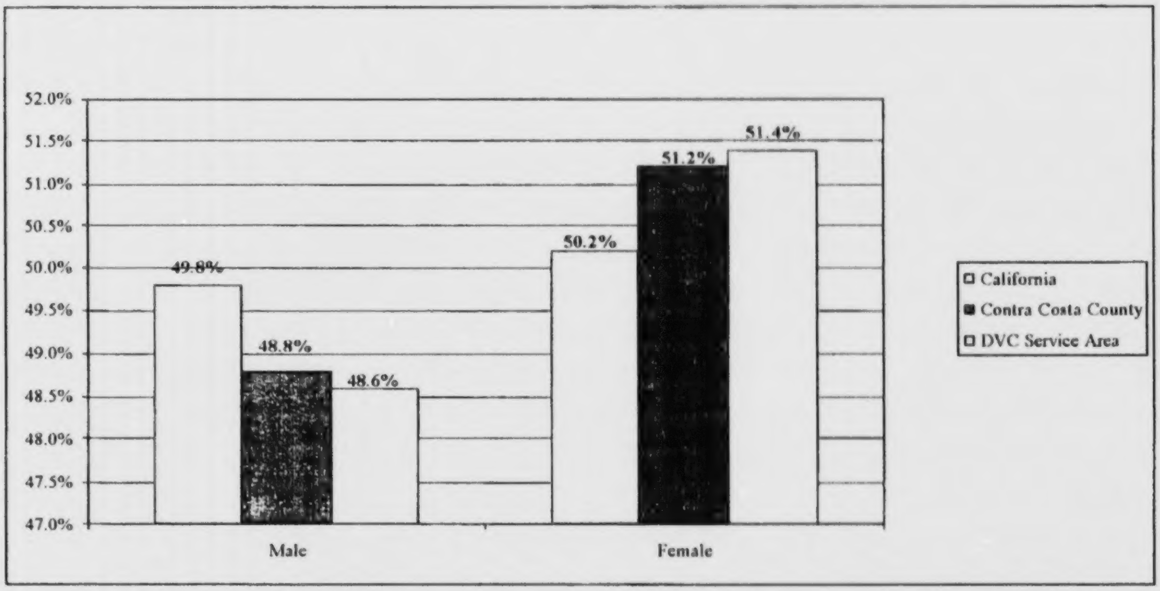
Table 1.1.1 Gender and Age: U.S.A., California, Contra Costa County and College Service Areas, 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
Total Population	**281,421,906**	**33,871,648**	**948,816**	**196,222**	**191,129**	**409,775**
GENDER						
Male	49.1%	49.8%	48.8%	49.3%	48.4%	48.6%
Female	50.9%	50.2%	51.2%	50.8%	51.7%	51.4%
AGE						
Under 20 years	28.6%	30.1%	29.0%	35.0%	29.1%	26.1%
20 to 24 years	6.7%	7.0%	5.3%	5.9%	6.7%	4.7%
25 to 34 years	14.2%	15.4%	13.3%	14.4%	15.1%	12.4%
35 to 44 years	16.0%	16.2%	17.3%	18.1%	15.9%	17.5%
45 to 54 years	13.4%	12.8%	15.0%	12.4%	14.0%	16.2%
55 to 64 years	8.6%	7.7%	8.9%	6.7%	8.2%	9.8%
65 years and over	12.4%	10.7%	11.3%	7.6%	11.0%	13.3%
Median age (years)*	35.3	33.3	36.4	(30.9 - 32.7)	(29.5 - 42.7)	(35.1 - 45.2)

Source: U.S. Census 2000, Table DP-1. Profile of General Demographic Characteristics: 2000

*Note: The median age of the population in the service area is not readily available. The data presented reflect the range of the median age for the incorporated cities within each service area.

Figure 1.1.1 Gender: California, Contra Costa County, and DVC Service Area, 2000



Age

The median age in the county (36.4 years) is higher than that of California (33.3 years) and the U.S. (35.3 years). Undoubtedly, the county has a larger proportion of the population falling in the older age categories than do the state or nation. (See Table 1.1.1.)

However, in examining the age distribution for different cities and service areas, one finds a significant contrast between the older traditional communities of central county (DVC service area) and the newer communities of east county (LMC service area) . In central county, only 31% of the population is under 25 years, compared to 41% for east county and 36% for west county. In contrast, persons of 55 years and older account for 23% of the population in central county, compared to only 14% for east county and 19% for west county. Undoubtedly, the location of Rossmoor (8,500 persons), one of the oldest and largest retirement communities in northern California, in Walnut Creek has an impact on the statistical data. According to Walnut Creek City Hall, the 8,500 residents in Rossmoor have an average age of 77 years. The presence of so many elderly persons has given the central county a conservative air and a more dignified older look.

The implication of these numbers is that future growth of college-age student populations will come mostly from the eastern part of the county. Although the central section of the county encompasses more than half of the county's population, its population growth will exhibit a much slower pace than the eastern or western sections.

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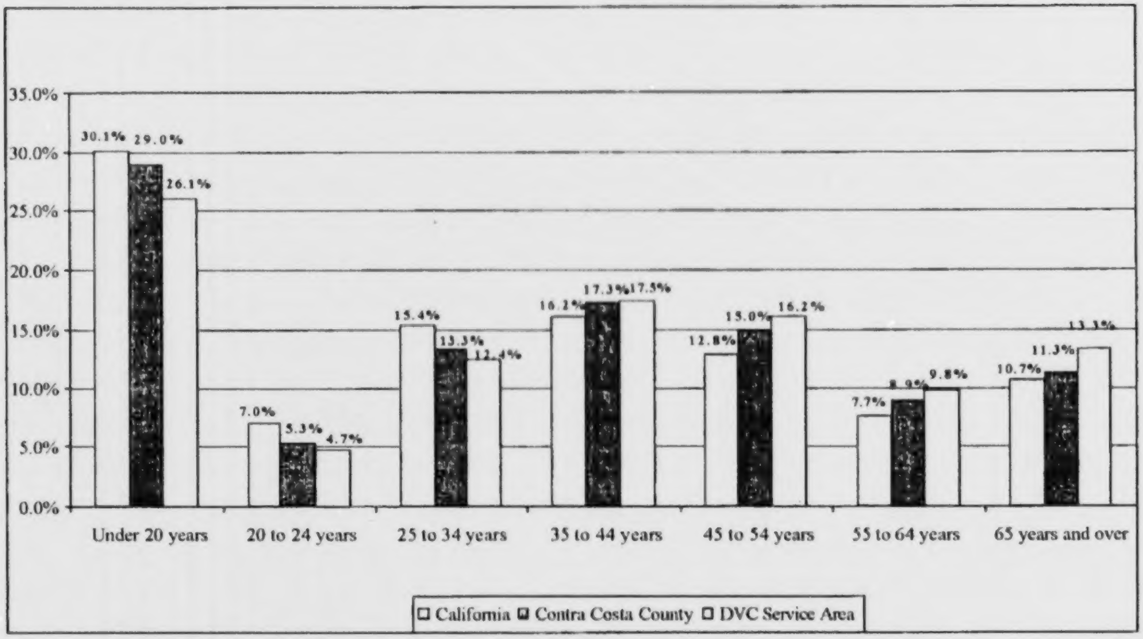
Figure 1.1.2 Age: California, Contra Costa County and DVC Service Area, 2000



Ethnicity

Contra Costa County has a significant mix of races and ethnic groups. Of the 948,816 county residents, 94.9% indicated only one race, while 5.1% cited two or more races (See Table 1.1.2). The percentage of persons with two or more races was higher than that of California (4.7%) and more than double that of the U.S. (2.4%).. Whites accounted for 65.5% of the population in the county, compared to 59.5% for California, and 75.1% for the U.S. The second largest ethnic group in the county was the Asians/Pacific Islanders (11.4%), compared to 11.2% in the state and only 3.7% in the U.S. African Americans account for 9.4% in the county, compared to 6.7% in California and 12.3% in the U.S. The county's percentage of Hispanics of any race (17.7%) is approximately one-half of the percentage for the state (32.4%) but 42% higher than that of the U.S. (12.5%).

The ethnic diversity of the three service areas of the county exhibits sharp contrasts. Central county has a majority white population (79.3%) at a proportion that exceeds that of the county, the state, and the U.S. The second largest ethnic group is Asian/Pacific Islanders at approximately 10 percent. African Americans represent a tiny minority of only 1.9%. Hispanics of any race represent 11%. In east county, whites constitute a majority at 61.4%, while blacks account for 10.7% and Asians/Pacific Islanders for 8.3%. Hispanics of any race represent the highest percentage among the three service areas (26.1%). In contrast, west county has only 36.6% whites but a sizable black (25.7%) and Asian/Pacific Islander population (18.9%). Hispanics of any race (24.3%) represent more than twice the comparable percentage for central county. Furthermore, the "some other race" category in west county is three times (12.6%) as much as that percentage in central county (4.2%). In summary, each service area represents a unique ethnic mix that is quite different from that of the others.

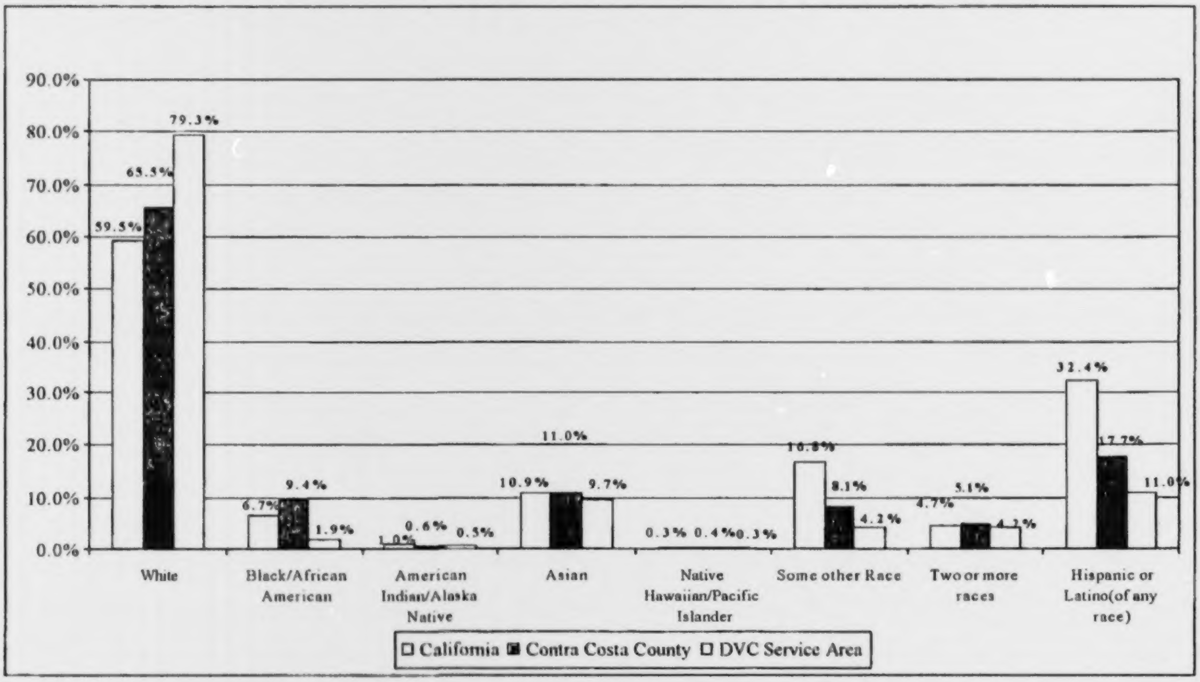
The implications of this contrast in population diversity is that each college has unique student and faculty diversity issues that are quite different from those of other District colleges. At the District level, it is difficult to generalize since the population in each service area is unique and different from other areas; it is as if the geography of the county has created three individual communities that are thinly or minimally related to each other.

Table 1.1.2 Ethnicity: U.S.A., California, Contra Costa County and College Service Areas, 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
RACE AND ETHNICITY						
Total Population	**281,421,906**	**33,871,648**	**948,816**	**196,222**	**191,129**	**409,775**
One Race	97.6%	95.3%	94.9%	93.2%	94.4%	95.8%
White	75.1%	59.5%	65.5%	61.4%	36.6%	79.3%
Black or African American	12.3%	6.7%	9.4%	10.7%	25.7%	1.9%
American Indian and Alaska Native	0.9%	1.0%	0.6%	0.8%	0.6%	0.5%
Asian	3.6%	10.9%	11.0%	7.8%	18.4%	9.7%
Native Hawaiian and Other Pacific Islander	0.1%	0.3%	0.4%	0.5%	0.5%	0.3%
Some other race	5.5%	16.8%	8.1%	12.0%	12.6%	4.2%
Two or more races	2.4%	4.7%	5.1%	6.8%	5.6%	4.2%
Hispanic or Latino (of any race)	12.5%	32.4%	17.7%	26.1%	24.3%	11.0%

Source: U.S. Census 2000, Table DP-1. Profile of General Demographic Characteristics: 2000

Figure 1.1.3 Ethnicity: California, Contra Costa County and DVC Service Area, 2000



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Households

The demographic characteristics of the community may further be described through an examination of the data related to households. These data reflect the number and size of households, the percentage of families among householders, and the percentage of young (less than18 years) and old (more than 65 years) individuals in the household. Household characteristics may have some impact on the projected enrollment in community colleges.

Table 1.1.3 provides a summary of the household characteristics. Examination of the data reveals the following:

- Contra Costa County has 344,129 households, of which 288,885 households (84%) reside in incorporated areas (cities and towns), while the remaining 55,244 households (16%) reside in rural unincorporated areas of the county.
- Of those who reside in the incorporated communities, the majority of 159,427 households (55%) reside in central county, while 67,050 households (22%) and 62,408 households (23%) reside in west and east counties, respectively. In effect the percentage of households in the DVC service area was greater than that for the other two service areas combined.
- Families represent a larger percentage of the households in Contra Costa County (70.4%), compared to that of the state (68.9%) and the nation (68.1%).
- Families represent a much larger percentage of the households in east county (78.9%), compared to that of central (67.8%) and west county (68.0%), respectively. The relatively high percentage of families in east county is a reflection of the new wave of migration away from the heavily populated industrial and commercial sections of the county. As a result, the nonfamily households represent one-fifth of the households in east county, compared to almost one-third, each, for central and west county.
- A relatively larger percentage of the households in Contra Costa County (38.8%) and in California (39.7%) have young individuals under 18 years compared to that of the U.S. (36%). These data reflect the high level of migration of families with young children to the county and the state.
- Regarding the college service areas, more than one half of the households in east county (50.8%) have young individuals (less than 18 years), compared to 39.4% for west county and only 34.3% for central county. In effect, a relatively larger percentage of the future growth in college-bound students will come from east county, compared to the central and western parts of the county.
- The percentage of households with older individuals (more than 65 years) is approximately the same for the county (22.2%) and the state (22.3%), but it was lower than that of the U.S. (23.4%).
- Regarding the college service areas, once again, east county presents a sharp contrast to the other two areas of the county. Only 17.4% of the households have individuals 65 years and older, compared to 23.0% and 23.7% for west and central county, respectively. In effect, east county stands out as an area that has a higher percentage of young people and a relatively lower percentage of older individuals.
- The average household size in Contra Costa County (2.72 persons) was lower than that of California (2.87 persons), but was higher than that of the U.S. (2.59 persons). In the college service area, central county has the smallest family size (2.53), compared to that of east county (3.13 persons) and west county (2.81 persons). There is a general tendency among non-white immigrant population toward a larger household size. To a large extent, these average family sizes reflect the ethnic mix of the community.

Table 1.1.3 Households: U.S.A., California, Contra Costa County and College Service Areas, 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
HOUSEHOLDS						
Total Households	**105,480,101**	**11,502,870**	**344,129**	**62,408**	**67,050**	**159,427**
Family Households (families)	68.1%	68.9%	70.4%	78.9%	68.0%	67.8%
Nonfamily Households	31.9%	31.1%	29.6%	21.1%	32.0%	32.2%
Households With Individuals Under 18 Years	36.0%	39.7%	38.8%	50.8%	39.4%	34.3%
Households With Individuals 65 Years and Over	23.4%	22.3%	22.2%	17.4%	23.0%	23.7%
Average Household Size	2.59	2.87	2.72	3.13	2.81	2.53

Source: U.S. Census 2000, Table DP-1. Profile of General Demographic Characteristics: 2000

Figure 1.1.4a Households: Percentage of Family and Non-family Households, 2000

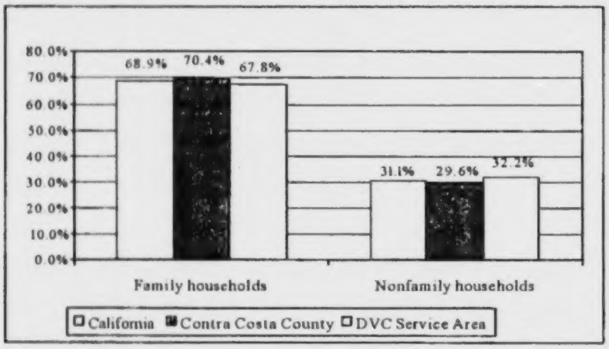
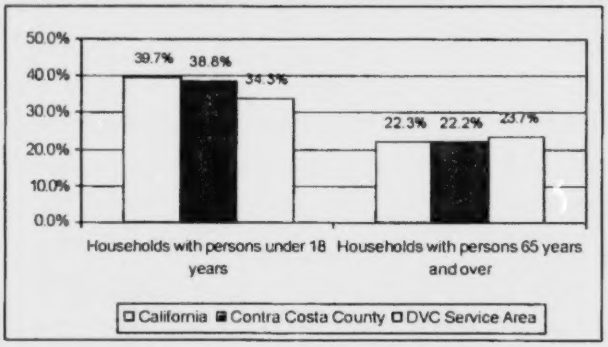


Figure 1.1.4b Households: Percentage of Household Members by Age, 2000



2. Social Characteristics

The social characteristics of the community address a number of issues including school enrollment, educational attainment, marital status, place of birth, and languages spoken at home. Discussion of these issues will be based on data from the Census 2000 and will compare the college service areas, county, state and nation.

School Enrollment

In 2000, Contra Costa County had a total school enrollment (population of 3 years and over) of 270,131 persons, of whom 22.9% enrolled in college or graduate school, 20.7% enrolled in high school, and the remaining 56.4% enrolled in pre-school programs through the eighth grade. The college enrollment rate in the county (22.9%) fell below that of California (25.2%), but was almost identical to that of the U.S. (22.8%). College enrollment patterns in the service areas vary, with west county indicating the highest level of college enrollment of 26.1%, central county ranking second at 24.6%, and east county falling considerably behind at 18.7%. Apparently, the proximity of west county to U.C. Berkeley has impacted its percentage of college enrollment. (See Table 1.2.1.)

In contrast, east county had the highest pre-college enrollment rate at 81.3%, compared to 75.4% for central county and 73.9% for west county. These differences reflect the phenomenal population growth in east county, where families with young children of school age (K-12) were attracted to the area because of the lower housing cost. In a matter of a few years, the higher percentages of enrollment in elementary and high schools will translate into a higher college enrollment, particularly for Los Medanos College.

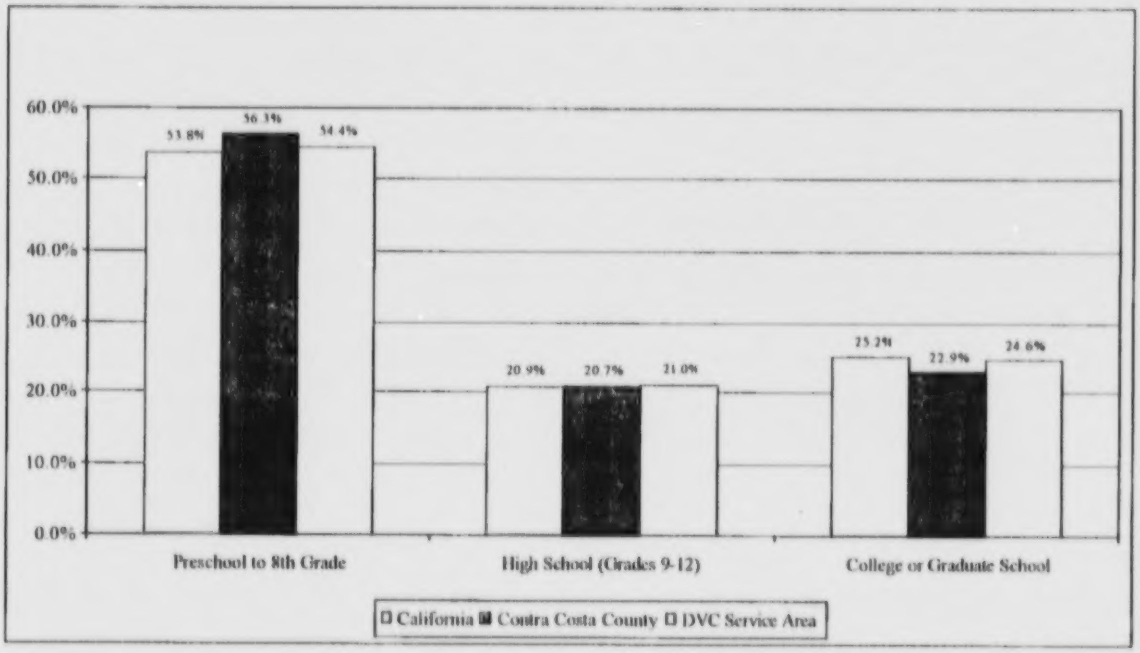
With respect to individual communities, the highest percentage of college enrollment was at El Cerrito (43.6%), followed by Moraga (39.1%), Pleasant Hill (34.3%), and Walnut Creek (29.6%). All four cities are college towns with a strong presence of higher education institutions. El Cerrito is located near U.C. Berkeley, Moraga is the home of St. Mary's College, Pleasant Hill is the home of DVC, and Walnut Creek has branches of Golden Gate University and the University of Phoenix. Cities that will supply a relatively larger percentage of future college enrollment are those that had phenomenal growth in the decade of the 1990's and consequently had a relatively high percentage of enrollment in elementary and high schools. These cities include Antioch, Brentwood, and Danville.

Table 1.2.1 School Enrollment: U.S.A., California, Contra Costa County, and College Service Areas, 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
SCHOOL ENROLLMENT						
Population 3 years and Over Enrolled in School	**76,632,927**	**10,129,990**	**270,131**	**62,693**	**56,711**	**109,644**
Nursery School, Preschool	6.5%	5.4%	7.0%	6.1%	5.8%	8.0%
Kindergarten	5.4%	5.5%	5.2%	6.1%	5.4%	4.8%
Elementary School (Grades 1-8)	43.9%	42.9%	44.1%	47.8%	43.6%	41.6%
High School (Grades 9-12)	21.4%	20.9%	20.7%	21.3%	19.3%	21.0%
College or Graduate School	22.8%	25.2%	22.9%	18.7%	26.1%	24.6%

Source: U.S. Census 2000, Table DP-2, Profile of Selected Social Characteristics: 2000

Figure 1.2.1 School Enrollment: California, Contra Costa County, and DVC Service Area, 2000



Educational Attainment

While the previous section addressed the status of persons seeking to complete their education, this section describes the educational attainment of persons who have already completed their education. For purposes of this discussion, there are three categories of educational attainment: high school graduates or less, some college (including associate degree), and bachelor's degree and above. The following discussion is based on the number of persons 25 years and older.

In Contra Costa County, persons with a high school diploma or less represented a much lower percentage (32.8%), compared to that of California (43.3%) and the U.S. (48.2%). In contrast, those with a baccalaureate degree or higher represent a much larger percentage in the county (35%), compared to that of the state (27.5%) and the nation (24.4%). In summary, the county's educational attainment surpasses that of the state and the nation. The population of Contra Costa County is considered one of the most highly educated in the nation.

The disparity between the educational attainment of the county on the one hand and the state and nation on the other, is magnified further when one examines educational attainment in the college service areas. Persons with the bachelor's degree or higher account for 45.7% of the population in central county, 17.0% in east county, and 27.5% in west county. In effect, the college educational attainment in central county is almost three times as high as that of east county and approximately one and two-thirds as high as that of west county. Furthermore, individual communities show an even wider gap. For example, approximately 70% of persons 25 years and older who live in Lafayette, Moraga, and Orinda; and 60% of those who live in Danville, have a bachelor's degree or higher, compared to only 15% in Pittsburgh and 22% in Richmond. It is clear that the population in DVC's service area has a significantly higher educational attainment than that of other areas of the county.

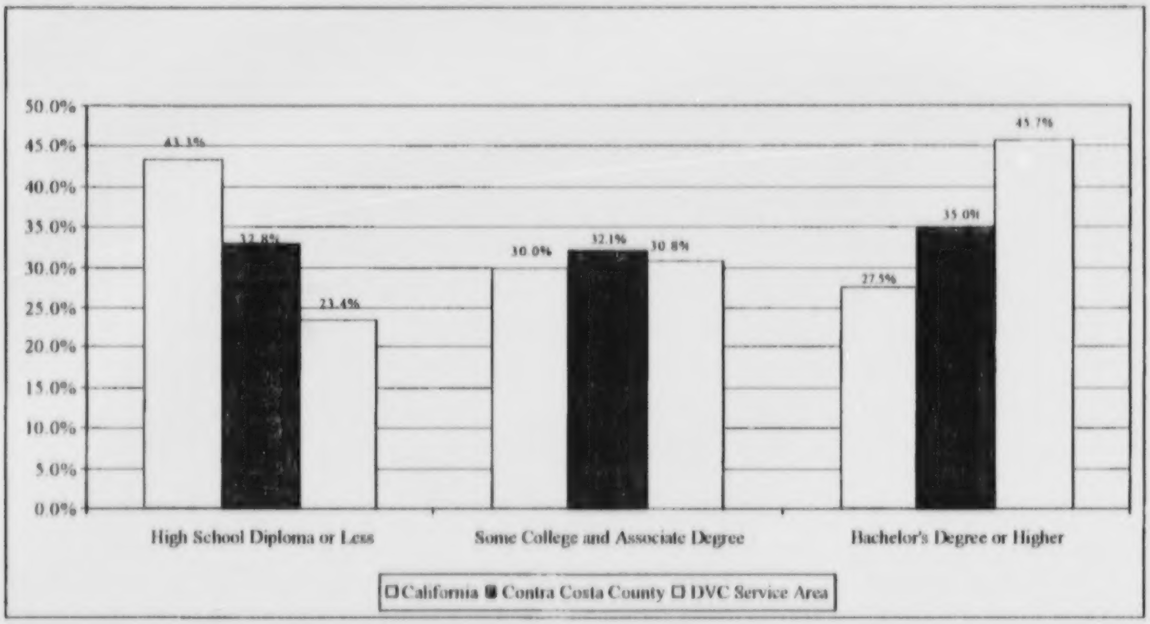
These numbers have significant implications for Diablo Valley College. The college has a societal obligation to meet the needs of a highly-educated urban class without forgetting the needs of other segments of the society. Even though the college's immediate service area is highly educated, DVC has traditionally attracted a sizable number of students from other parts of the county and from neighboring counties (Alameda and Solano). Addressing the needs of the community would dictate developing a comprehensive educational program with flexible formats. Courses should be offered for the full length of the term (18 weeks) as well as for shorter periods (4, 6, and 8 weeks). Furthermore, addressing the needs of the transfer students is as important as meeting the demand for workforce development and for lifelong learning.

Table 1.2.2 Educational Attainment: U.S.A., California, Contra Costa County, and College Service Areas, 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
EDUCATIONAL ATTAINMENT						
Population 25 years and over	**182,211,639**	**21,298,900**	**625,641**	**116,381**	**123,436**	**109,644**
Less Than 9th Grade	7.5%	11.5%	5.2%	6.6%	9.9%	2.8%
9th to 12th Grade, No Diploma	12.1%	11.7%	7.8%	11.0%	11.2%	4.8%
High School Graduate (Including Equivalency)	28.6%	20.1%	19.8%	27.7%	20.9%	15.8%
Some College, No Degree	21.0%	22.9%	24.4%	29.5%	23.6%	22.9%
Associate Degree	6.3%	7.1%	7.7%	8.3%	6.9%	7.9%
Bachelor's Degree	15.5%	17.1%	22.8%	12.8%	17.5%	29.5%
Graduate or Professional Degree	8.9%	9.5%	12.2%	4.2%	10.0%	16.2%
Percent High School Graduate or Higher	80.4%	78.0%	86.9%	82.4%	78.9%	92.3%
Percent Bachelor's Degree or Higher	24.4%	27.5%	35.0%	16.9%	27.5%	45.7%

Source: U.S. Census 2000, Table DP-2, Profile of Selected Social Characteristics: 2000

Figure 1.2.2 Educational Attainment: California, Contra Costa County, and DVC Service Area, 2000



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Marital Status

Three major categories of marital status may be identified: never married, married, and others (separated, widowed, and divorced). The discussion in this section focuses on the number of persons 15 years and over. In Contra Costa County, that number stood at 737,293 persons in 2000. The percentage of married persons in the county (56.5%) is higher than that in California (52.4%) and the U.S. (54.4%). In contrast, singles who never married represent a relatively smaller percentage in Contra Costa (25.7%), compared to that of California (30%) and the nation (27.1%).

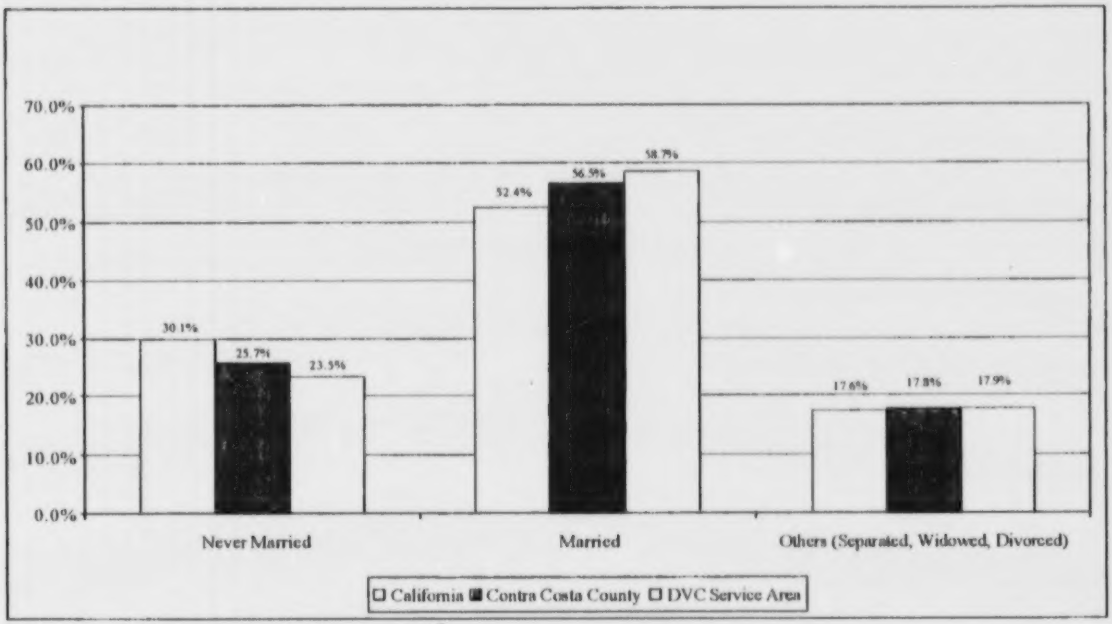
In the college service areas, central and east counties have the highest percentage of married persons (58.7% and 58.4% respectively), compared to that of west county at only 49.2%. These differences are magnified when one examines the data for the individual communities. Cities where the percentage of married persons is approximately 70 per cent include Clayton (70.7%), Danville (68.9%), Lafayette (69.3%), Orinda (71.2%), and Brentwood (68.8%). The higher percentage of married persons in the community reflects stability at home for the children and most likely a better performance at school. Most of the cities listed above are located in central county where schools are ranked highly and where student performance on standardized tests surpasses that of other parts of the county.

Table 1.2.3 Marital Status: U.S.A., California, Contra Costa County, and College Service Area, 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
MARITAL STATUS						
Population 15 Years and Over	**221,148,671**	**24,076,163**	**737,293**	**142,619**	**148,263**	**328,667**
Never Married	27.1%	30.1%	25.7%	26.0%	31.2%	23.5%
Married	54.4%	52.4%	56.5%	58.4%	49.2%	58.7%
Separated	2.2%	2.5%	1.8%	2.0%	2.7%	1.3%
Widowed	6.6%	5.6%	5.9%	4.6%	6.6%	6.2%
Divorced	9.7%	9.5%	10.1%	9.0%	10.4%	10.4%

Source: U.S. Census 2000, Table DP-2. Profile of Selected Social Characteristics: 2000

Figure 1.2.3 Marital Status: California, Contra Costa County, and DVC Service Area, 2000



Place of Birth

Discussion of the place of birth sheds light on the geographical and ethnic diversity of the population. Two dimensions of this diversity will be discussed: nativity of birth in the United States and in foreign countries, and nativity of birth in the State of California and in other states. The discussion that follows is based on the total population of the U.S., state, county, and service areas, using Census 2000 data.

In Contra Costa County, 19% were foreign born compared to 26% for California, and 11% for the U.S. In other words, the native-born citizens accounted for 81% in Contra Costa, compared to 74% for the state, and 89% for the nation.

Regarding the regions of birth for the foreign-born citizens in Contra Costa County (180,488 persons in 2000), the three largest regions were Asia (41.1%), followed by Latin America (40.8%) and Europe (12.1%). The comparable rates for the 8,864,188 foreign-born citizens of California were Latin America (55.6%), Asia (32.9%), and Europe (7.9%). For the U.S. as a whole, the 31,107,573 foreign-born citizens came from Latin America (51.7%), Asia (26.4%) and Europe (15.8%). Africa, North America and Oceania accounted for a smaller fraction of 6.0%.

The college service areas reflect the ranking of the three largest regions of the world with some differences in magnitude and order. Central county has a total of 68,361 foreign-born citizens who came mostly from Asia (43.4%), followed by Latin America (28.9%), and Europe (19.7%). The majority of east county's foreign-born citizens (31,867) came from Latin America (56.6%), followed by Asia (32.1%) and Europe (6.3%). The comparable percentages for west county (54,550) were Latin America (46.9%), Asia (44.4%), and Europe (5.0%).

Further examination of the nativity by state reveals that 54.6% of the population in the county was born in California, compared to 50.2% of that in the state. In contrast, 60.0% of the U.S. population were born in their respective state of residence. In effect, almost 45.4% of the population in Contra Costa County was born outside California. Undoubtedly, these data reflect a high level of population mobility and a high level of geographical diversity.

The pattern of geographical diversity varies among the three service areas of the county. In central county, 16.7% of the population was foreign born, compared to 16.2% for east county, and 28.4% for west county. On the other hand, 53.0% of the population in central county was born in California, compared to 61.9% for east county and 49.6% for west county. In effect, the three college service areas have a high level of geographical and ethnic diversity, albeit at different rates.

The implications of this analysis are that the programs for English as a Second Language (ESL) may have to be expanded and strengthened. In addition, bilingual student services should become more accessible to students at different times and locations. Finally, DVC should expand the efforts to integrate multi-cultural and international perspectives into the curriculum and programs and to hire faculty and staff who reflect the diversity of the community.

Table 1.2.4 Place of Birth: U.S.A., California, Contra Costa County, and College Service Areas, 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
NATIVITY AND PLACE OF BIRTH						
Total Population	**281,421,906**	**33,871,648**	**948,816**	**196,222**	**191,129**	**409,775**
Native	88.9%	73.8%	81.0%	83.8%	71.6%	83.3%
Born in United States	87.7%	72.7%	79.9%	82.5%	70.7%	82.2%
State of Residence	60.0%	50.2%	54.6%	61.9%	49.6%	53.0%
Different State	27.7%	22.5%	25.3%	20.6%	21.1%	29.3%
Born Outside United States	1.3%	1.1%	1.1%	1.3%	0.9%	1.1%
Foreign Born	11.1%	26.2%	19.0%	16.2%	28.4%	16.7%
Naturalized Citizen	4.5%	10.3%	8.7%	7.0%	12.4%	8.0%
Not a Citizen	6.6%	15.9%	10.3%	9.2%	16.0%	8.7%
Entered 1990 to 2000	4.7%	9.7%	7.0%	5.4%	11.0%	6.3%
REGION OF BIRTH OF FOREIGN BORN						
Total (excluding born at sea)	**31,107,573**	**8,864,188**	**180,488**	**31,867**	**54,550**	**68,361**
Europe	15.8%	7.9%	12.1%	6.3%	5.0%	19.7%
Asia	26.4%	32.9%	41.1%	32.1%	44.4%	43.4%
Africa	2.8%	1.3%	2.0%	1.6%	1.9%	2.3%
Oceania	0.5%	0.8%	1.4%	1.8%	0.9%	1.4%
Latin America	51.7%	55.6%	40.8%	56.6%	46.9%	28.9%
Northern America	2.7%	1.6%	2.6%	1.6%	0.9%	4.3%

Source: U.S. Census 2000, Table DP-2. Profile of Selected Social Characteristics: 2000

Figure 1.2.4 Nativity and Place of Birth: California, Contra Costa County, and DVC Service Area, 2000

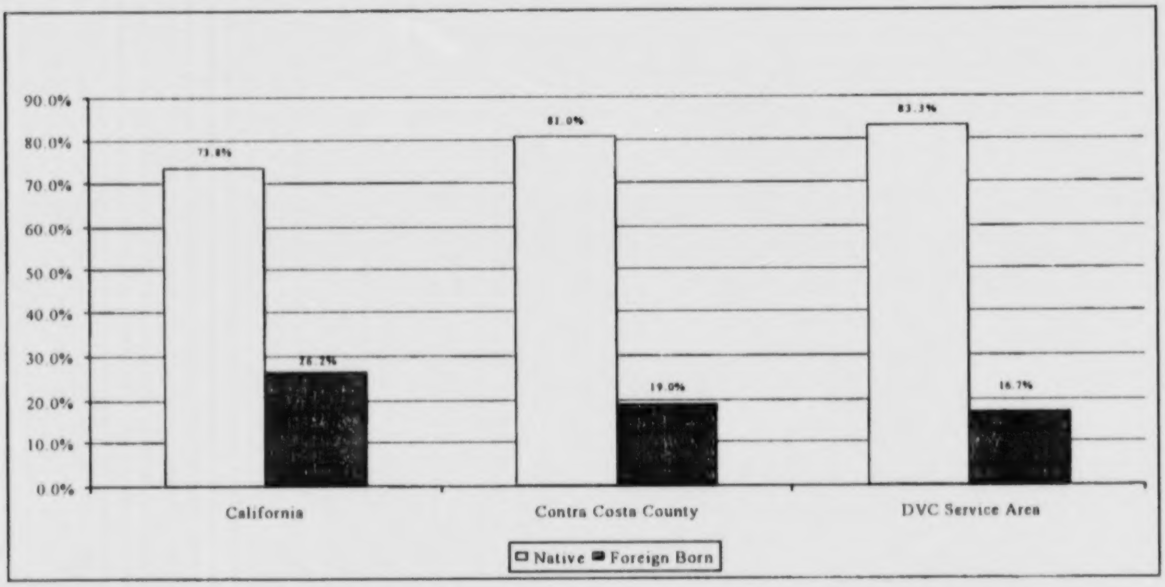
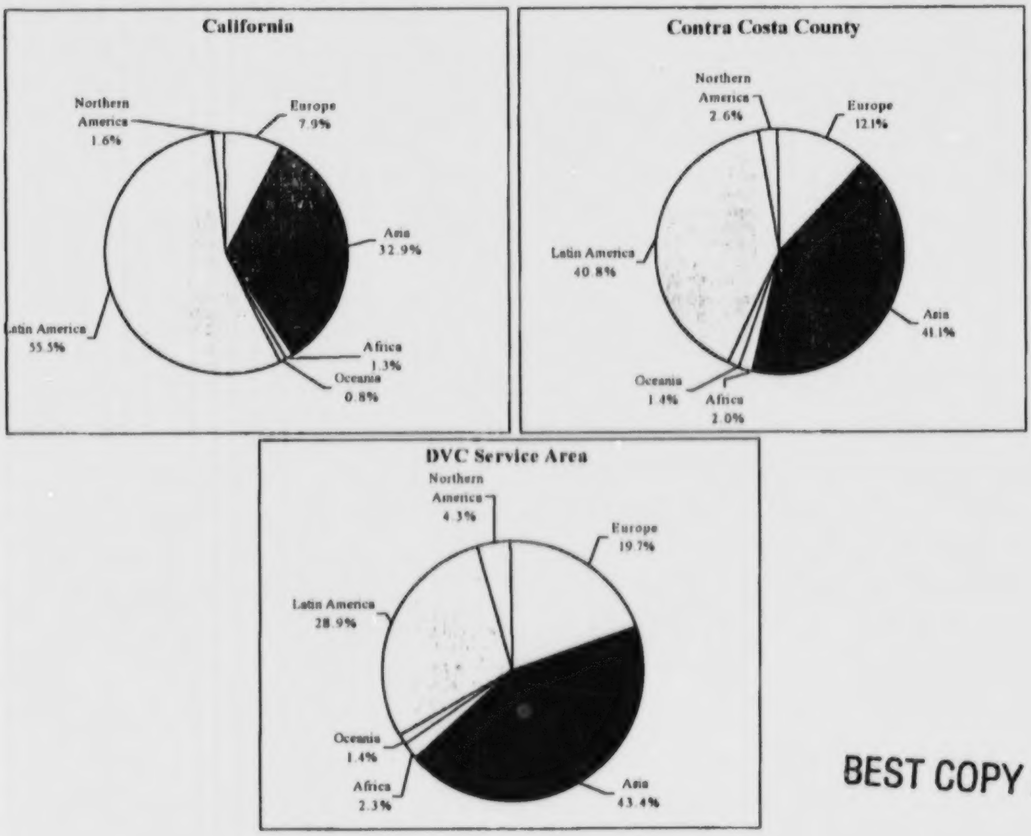


Figure 1.2.5 Region of Birth for Foreign Born: California, Contra Costa County, and DVC Service Area, 2000



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Languages Spoken at Home

Cultural and linguistic diversity of the population may be represented by the proportion of persons (5 years and above) speaking languages at home other than English. While English remains the dominant language of choice for the majority of people in the U.S., other languages have gained more importance as several waves of immigrants entered the country, both legally and illegally, over the past decade. Compared to other states, California lies at the high end of the spectrum regarding the percentage of persons speaking languages other than English. That percentage stood at approximately 40%, compared to only 18% for the U.S. This is the highest percentage among all 50 states. (New Mexico, Texas, New York, and Hawaii have the next highest percentages at 36.5%, 31.2%, 28.0% and 20.6% percent, respectively). In California, Spanish and Asian languages are the languages of choice for the majority of those who speak languages other than English at home.

In Contra Costa County the percentage of persons, five years or older, who speak languages at home other than English was 26.0% in 2000. Although this percentage is lower than that of California, it is a higher percentage than that of 45 states in the U.S. Once again, Spanish and Asian languages are the languages of choice for the majority of those who speak languages other than English at home.

With respect to college service areas, the picture varies depending upon location. The percentage of persons who spoke a language at home other than English stood at 20.5% in central county, compared to 26.4% for east county and 39% for west county. The disparity among the service areas is even magnified when one examines the data for individual cities and towns. The range of the percentage for those who speak languages other than English at home varies between 9.8% in Clayton (population 10,792) and 58.5% in San Pablo (population 30,121). In the large population centers of Concord, Richmond, and Pittsburgh three out of ten persons speak languages other than English at home—primarily Asian, Spanish, and other Indo-European languages.

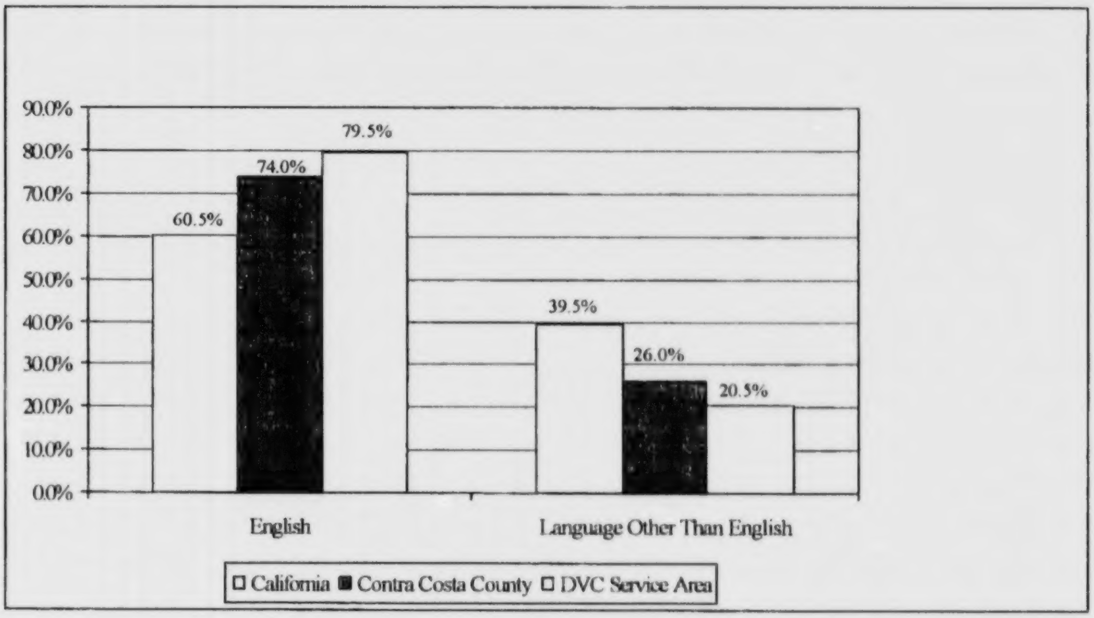
In summary, the county and DVC's service area represent a mosaic of cultures and languages that is probably unsurpassed in other parts of the country. The challenge for Diablo Valley College is to be prepared to absorb the influx of these cultures and offer the academic programs and courses that meet their needs for higher education and training. Information concerning the college and its procedures needs to be made available in the predominant languages of the people living in the college service area.

Table 1.2.5 Language Spoken At Home: U.S.A., California, Contra Costa County, and College Service Areas, 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
LANGUAGE SPOKEN AT HOME						
Population 5 years and over	**281,421,906**	**31,416,629**	**883,762**	**179,800**	**178,382**	**384,909**
English Only	82.1%	60.5%	74.0%	73.6%	61.0%	79.5%
Languge Other Than English	17.9%	39.5%	26.0%	26.4%	39.0%	20.5%

Source: U.S. Census 2000, Table DP-2. Profile of Selected Social Characteristics: 2000

Figure 1.2.6 Language Spoken At Home: U.S.A., California, Contra Costa County, and College Service Areas, 2000



3. Economic Characteristics

The economic characteristics of the community are measured by a number of indicators that address the economic well being of the community. These indicators include employment status, commuting to work, occupations, industry, income and poverty status, and housing. The discussion of these items is based on data from U.S. Census 2000 and the California Employment Development Department (EDD).

Employment Status

The discussion in this section is based on the number of persons 16 years and older. In Contra Costa County, that number was 724,451 persons or 76% out of the total population of 948,816. Of the number of persons 16 years and over, 65.5% were in the labor force while 34.5% were not. In 2000, the unemployment rate (percent unemployed in the civilian labor force) in the county (4.8%) was lower than that of California (7.0%) and the U.S. (5.8%). Since the census of 2000, the unemployment rate has increased due to the economic downturn in 2001. According to California's EDD, the unemployment rate in the county (July 2002) stood at 5.5% compared to that of the state (6.6%).

With respect to the college service areas, the year 2000 unemployment rate in central county (3.7%) was much lower than that of east county (5.4%) and west county (6.4%). These numbers do not reflect the updated statistics that were impacted by the economic downturn in 2001-2002.

The disparity among the service areas is magnified when one examines the unemployment rate for individual cities. A relatively low unemployment rate was evident in several cities in central county, while higher unemployment rates existed in the larger cities in east and west counties. San Ramon, Orinda, Lafayette, and Clayton had an incredibly low unemployment rate of less than 2%, while Richmond and Pittsburgh had rates greater than 7%. The surprising statistic was Moraga's unemployment rate of 7.4%. Most likely, this number was affected by the unemployment rate among students enrolled full-time at St. Mary's College.

In summary, the county in general and the college service area in particular have lower unemployment rates than that of the state of California. This is a reflection of the high level of educational attainment of the community. Undoubtedly, the vocational education programs at DVC and at other colleges in the county play a pivotal role in providing educational opportunities to help workers update their skills and keep abreast of the changing needs of business and industry.

Table 1.3.1 Employment Status: U.S.A., California, Contra Costa County, and College Service Areas, 2000

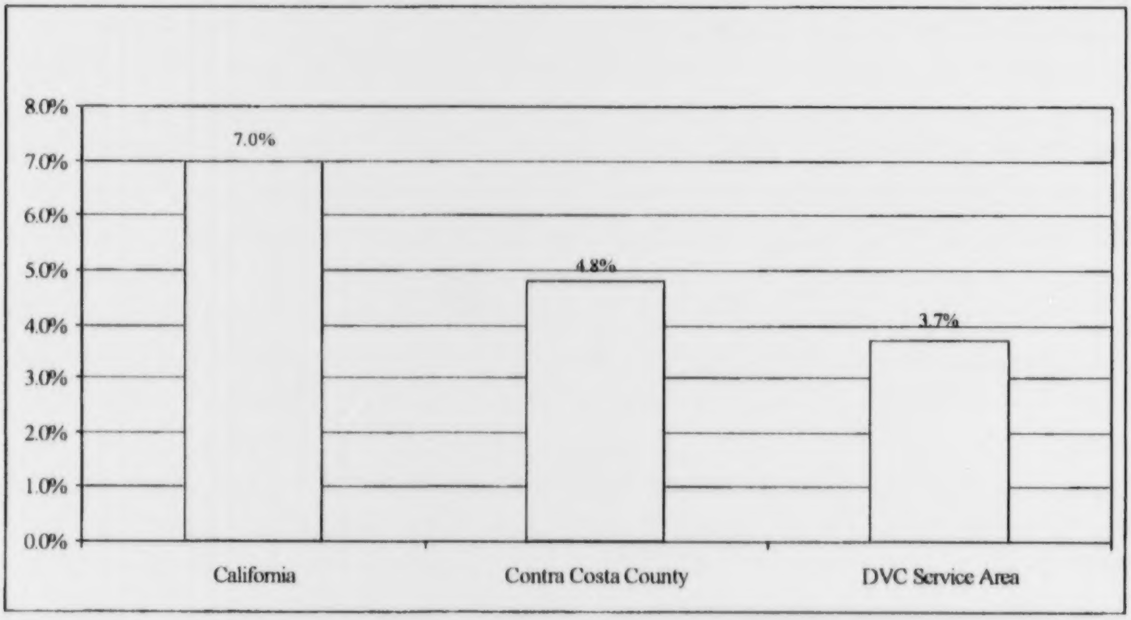
No.	Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
	EMPLOYMENT STATUS						
	Population 16 years and Over	**217,168,077**	**25,596,144**	**724,451**	**139,489**	**145,933**	**323,327**
1	In Labor Force	63.9%	62.4%	65.5%	66.7%	62.4%	66.5%
2	Civilian Labor Force	63.4%	61.8%	65.4%	66.6%	62.4%	66.4%
3	Employed	59.7%	57.5%	62.3%	63.0%	58.4%	63.9%
4	Unemployed	3.7%	4.3%	3.1%	3.6%	4.0%	2.5%
5	Percent Unemployed (Rate)	5.8%	7.0%	4.8%	5.4%	6.4%	3.7%
6	Armed Forces	0.5%	0.6%	0.1%	0.1%	0.1%	0.1%
7	Not in Labor Force	36.1%	37.6%	34.5%	33.3%	37.6%	33.5%

Source: U.S. Census 2000, Table DP-3. Profile of Selected Social Characteristics: 2000

Note:

- Unemployed (#4) = #2 less #3
- Percent Unemployed (#5) = #4 divided by #2
- Civilian Labor Force (#2) = #1 less #6
- Not in Labor Force (#7) = 100% less #1

Figure 1.3.1 Unemployment Rates: California, Contra Costa County, and DVC Service Area, 2000



Commuting to Work

The statistics related to commuting to work indicates one of the serious drawbacks to living in Contra Costa County. The fast population growth has given birth to problems of traffic congestion and has lengthened the travel time to work considerably. North to south, Contra Costa runs about 25 miles, and east to west, about 43 miles. When freeways are clear, one can drive end to end on either axis in less than an hour. Unfortunately, at rush hours, the freeways are rarely clear. Although the Bay Area Rapid Transport (BART) trains and buses help more people travel across the county and to neighboring counties, traffic congestion bedevils the county's roads and freeways. Highway 4 to east Contra Costa congests almost daily. The major problem is that there are too many cars and solo drivers. In 2000, the state tallied within the county 600,770 cars, 139,075 trucks, 62,116 trailers, and 15,687 motorcycles for a total of 817,648 motor vehicles. (Source: *McCormack's Guides, Contra Costa and Solano*, 2002)

The analysis in this section is based on the number of workers 16 years and over. In 2000 this number stood at 442,008 in Contra Costa County. Of that number 70.2% drove alone, 13.5% carpooled, 9% used public transportation, 4.3% worked at home, and 3% walked or used other means. Although these numbers compare favorably with those of the state and the nation, the percentage of persons driving alone remains relatively high at above 70%.

The cap placed on new housing development in many communities has driven the new population growth to the eastern and southern parts of the county and has created a nightmare for many commuters. As a result, the mean travel time to work in Contra Costa County in 2000 was 34.4 minutes, which was one-fourth longer than that of California (27.7 minutes) and one-third longer than that of the U.S. (25.5 minutes).

In the college service area, the mean travel time to work varies among the three regions. Central county has the lowest mean travel time. It ranges between 27.9 minutes for Martinez and 36.7 minutes for Clayton. The range of the mean travel time for east county falls between 37.3 minutes for Pittsburg and 44 minutes for Oakley. West county's comparable data were 32.2 minutes for El Cerrito and 40.5 minutes for Hercules.

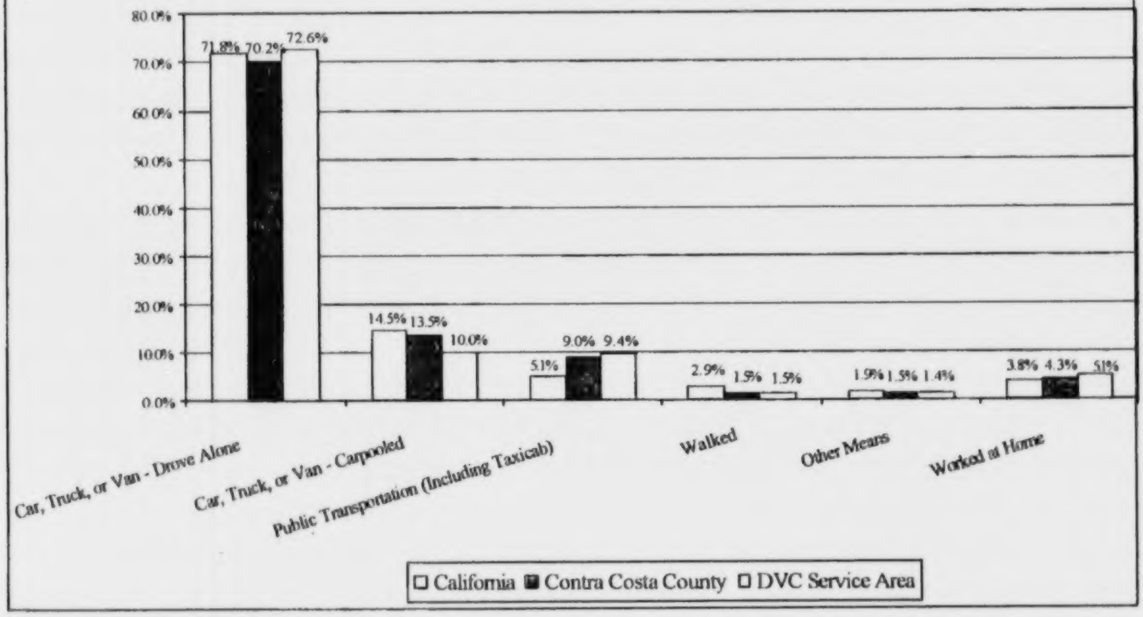
In summary, the long commuting time to work constitutes a serious challenge for enrollment growth at DVC. With longer commuting times, students tend to stay closer to home. Attracting students from other parts of the county, and from other counties, constitutes an important element in sustaining the future growth of the college.

Table 1.3.2 Commuting to Work: U.S.A., California, Contra Costa County, and College Service Areas, 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
COMMUTING TO WORK						
Workers 16 years and Over	**128,279,228**	**14,525,322**	**442,008**	**85,612**	**82,982**	**203,189**
Car, Truck, or Van - Drove Alone	75.7%	71.8%	70.2%	72.7%	61.1%	72.6%
Car, Truck, or Van - Carpooled	12.2%	14.5%	13.5%	16.4%	19.4%	10.0%
Public Transportation (Including Taxicab)	4.7%	5.1%	9.0%	5.0%	13.2%	9.4%
Walked	2.9%	2.9%	1.5%	1.5%	1.6%	1.5%
Other Means	1.2%	1.9%	1.5%	1.5%	1.9%	1.4%
Worked at Home	3.3%	3.8%	4.3%	3.0%	2.8%	5.1%
Mean Travel Time to Work (Minutes)	25.5	27.7	34.4	37.3 - 44.0	32.2 - 40.5	27.9 - 36.7

Source: U.S. Census 2000, Table DP-3. Profile of Selected Social Characteristics: 2000

Figure 1.3.2 Commuting to Work: California, Contra Costa County, and DVC Service Area, 2000



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Occupations

Occupations of the civilian population provide another dimension of the economic characteristics of the community. The U.S. Census 2000 groups all occupations in six broad categories: management, professional and related occupations; service occupations; sales and office occupations; farming, fishing and forestry occupations; construction, extraction, and maintenance occupations; and production, transportation and material moving occupations.

The analysis that follows is based on the employed civilian population 16 years and over. In Contra Costa County that number stood at 451,357 persons in 2000. Farming, fishing and forestry occupations are almost non-existent in the county (only 937 persons or 0.2%). There are two dominant occupations in Contra Costa County that attract almost 70% of the employed civilian population 16 years and over: management and professional occupations (41%) and sales and office occupations (28%). These percentages are higher for the county than for the state (36% and 26.8%, respectively) and the U.S. (33.6% and 26.7%, respectively).

In the college service areas, there are marked differences among the three regions. Almost one of every two persons (48.7%) in central county has a management or professional occupation, compared to one of every three in west county (35.9%) and one of every four in east county (27.9%). There were no significant differences among the three areas regarding sales and office occupations. However, the percentage of persons in construction and extraction in central county (6.9%) was almost half of that in east county (13.6%). The same may be said about production and transportation occupations (5.8% for central county vs. 11.8% for east county). West county's percentages were much closer to that of east county. The contrast among the three service areas is further magnified when one examines the statistics for the individual communities.

- The largest concentrations for the managerial, professional, and related occupations are in Orinda (60.4%), Lafayette (64.3%), Moraga (61.2%), Danville (58.1%), and Walnut Creek (55.5%).
- For the service occupations, San Pablo (23.4%), Pittsburg (19.1%), and Richmond (18.1%) have the highest percentages of the employed civilian population 16 years and over.
- Sales and office occupations are concentrated in Hercules (35.1%), Antioch (31.2%), Martinez (31.0%), and San Ramon (30.6%).
- Construction, extraction, and maintenance occupations are concentrated in areas with affordable housing development. These areas are mostly located in east county where the percentage of employed civilian population 16 years and over are in the double digits. Cities where these occupations thrive include Oakley (15.7%), Brentwood (14.1%), Antioch (13.1%), and Pittsburg (13.1%).
- Production, transportation, and material moving occupations are more evident in San Pablo (16.2%), Pittsburg (13.7%), and Richmond (13.3%).

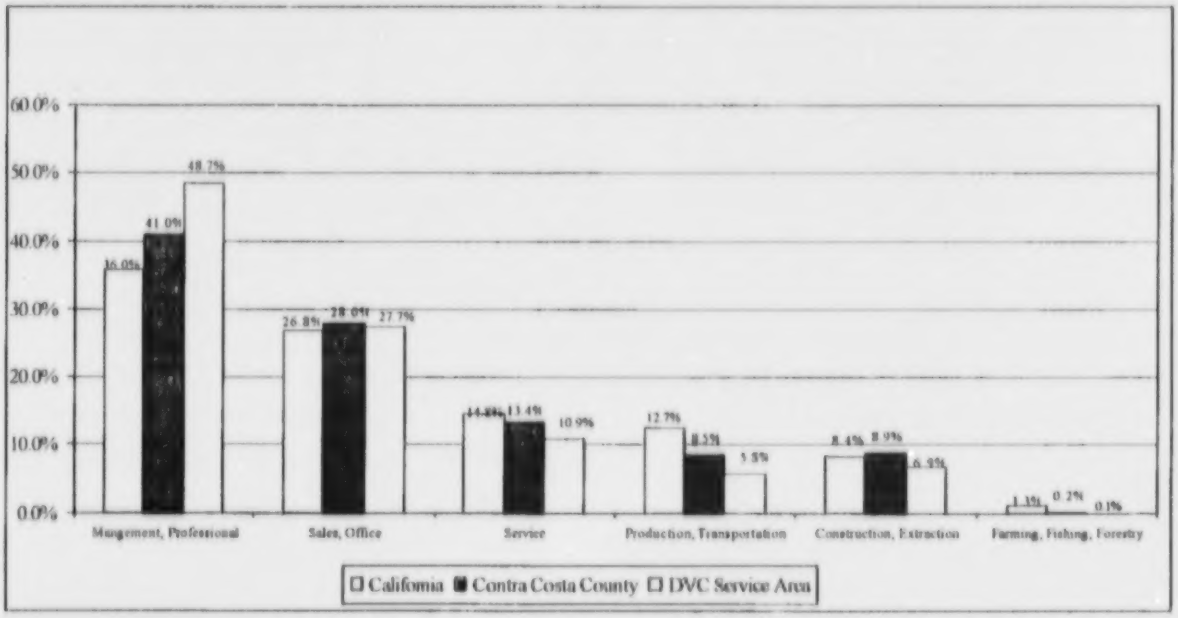
In summary, the dominant occupations in DVC's service area and in the county are the managerial and professional occupations; and the sales, office and service occupations. The challenge for DVC is to provide the residents of the community with educational and cultural programs that meet their needs. Undoubtedly, lifelong learning programs with emphasis on the professions and the liberal arts play a prominent role in meeting this challenge.

Table 1.3.3 Occupation: U.S. A., California, Contra Costa County, and College Service Areas, 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
OCCUPATION						
Employed Civilian Population 16 Years and Over	**129,721,512**	**14,718,928**	**451,357**	**87,854**	**85,163**	**206,566**
Management, Professional, and Related Occupations	33.6%	36.0%	41.0%	27.9%	35.9%	48.7%
Service Occupations	14.9%	14.8%	13.4%	16.3%	16.2%	10.9%
Sales and Office Occupations	26.7%	26.8%	28.0%	30.0%	27.4%	27.7%
Farming, Fishing and Forestry Occupations	0.7%	1.3%	0.2%	0.3%	0.2%	0.1%
Construction, Extraction and Maintenance Occupations	9.4%	8.4%	8.9%	13.6%	8.6%	6.9%
Production, Transportation and Material Moving Occupations	14.6%	12.7%	8.5%	11.8%	11.7%	5.8%

Source: U.S. Census 2000, Table DP-3. Profile of Selected Social Characteristics: 2000

Figure 1.3.3 Occupation: California, Contra Costa County, and DVC Service Area, 2000



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Industry

The discussion of industry characteristics compliments the analysis of occupations in the previous section and therefore sheds more light on the major employers in the community. In addition, analysis in this section provides the foundation for developing and enhancing the vocational and technical programs at the college. These programs aim at meeting the industry needs for skilled and educated workers.

The U.S. Census 2000 grouped industries into 13 broad categories as identified in Table 1.3.4. The analysis that follows is based on the total number of employed civilian population 16 years and over. In Contra Costa County, that number stood at 451,357 persons in 2000.

Contra Costa County has five major industries that created work for 63% of the employed civilian population 16 years and over. The five industries and the percentage of employed civilian population 16 years and over are:

- Education, health, and social services, 17.7%
- Professional, scientific, and management services, 14.5%
- Retail trade, 11.8%
- Finance, insurance, real estate, and leasing, 10.5%
- Manufacturing, 8.5%

Compared to the state of California and the U.S., there are two distinguishing features for Contra Costa County:

- The percentage of employed civilian population 16 years and over who work in manufacturing is relatively lower for the county (8.5%), compared to that of the state (13.1%) and the U.S. (14.1).
- The percentage of employed civilian population 16 years and over who work in finance and related industries is relatively higher for the county (10.5%), compared to that of the state (6.9%) and the U.S. (6.9%).

In effect, the county's major employers are associated with the service industries rather than the traditional manufacturing and construction industries.

The industry characteristics of the college service areas reflect the distinguishing features of the respective communities.

The major industries in central county and the percentage of employed civilian population 16 years and over appear below.

- Education, health, and social services, 17.1%
- Professional, scientific, and management services, 16.4%
- Finance, insurance, real estate, and leasing, 12.4%
- Retail trade, 11.7%
- Manufacturing, 8.0%

In addition, the DVC service area has a relatively larger percentage (5.5%) of the employed civilian population 16 years and over working in the information industry, compared to that of the county (4.6%), the state (3.9%) and the U.S. (3.1%).

East county's major industries are slightly different from those of central county. Education, health and social services remain the top industries with 16.6% of the employed civilian population 16 years and over. It is followed by retail trade at 13.3%, professional and management services at 11%, construction at 10.4%, and manufacturing at 9.1%. Undoubtedly, the population growth in east county made the construction industry a major player in the job market for this service area.

West county's major industries are the same as those in central county, albeit at different percentages of the employed civilian population 16 years and over. The top industry is education, health and social services at 20.9%, followed by professional and management services at 13%, retail trade at 10.9%, manufacturing at 8.5% and finance at 7.7%.

Table 1.3.4 Industry: U.S.A., California, Contra Costa County, and College Service Areas, U.S. Census 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
INDUSTRY						
Employed Civilian Population 16 Years and Ove	**129,721,512**	**14,718,928**	**451,357**	**87,854**	**85,163**	**206,566**
Agriculture and Mining	1.9%	1.9%	0.5%	0.7%	0.3%	0.3%
Construction	6.8%	6.2%	7.6%	10.4%	6.5%	6.6%
Manufacturing	14.1%	13.1%	8.5%	9.1%	8.5%	8.0%
Wholesale Trade	3.6%	4.1%	3.5%	3.6%	2.9%	3.6%
Retail Trade	11.7%	11.2%	11.8%	13.3%	10.9%	11.7%
Transportation and Utilities	5.2%	4.7%	5.4%	6.7%	7.2%	4.1%
Information	3.1%	3.9%	4.6%	3.8%	4.0%	5.5%
Finance and Real Estate	6.9%	6.9%	10.5%	9.0%	7.7%	12.4%
Professional and Administrative	9.3%	11.6%	14.5%	11.0%	13.0%	16.4%
Educational and Health Services	19.9%	18.5%	17.7%	16.6%	20.9%	17.1%
Entertainment and Recreation	7.9%	8.2%	6.3%	6.1%	7.4%	6.2%
Other Services	4.9%	5.2%	4.9%	5.2%	5.4%	4.4%
Public Administration	4.8%	4.5%	4.2%	4.4%	5.3%	3.7%

Source: U.S. Census 2000, Table DP-3. Profile of Selected Social Characteristics: 2000. Names of industries have been shortened.

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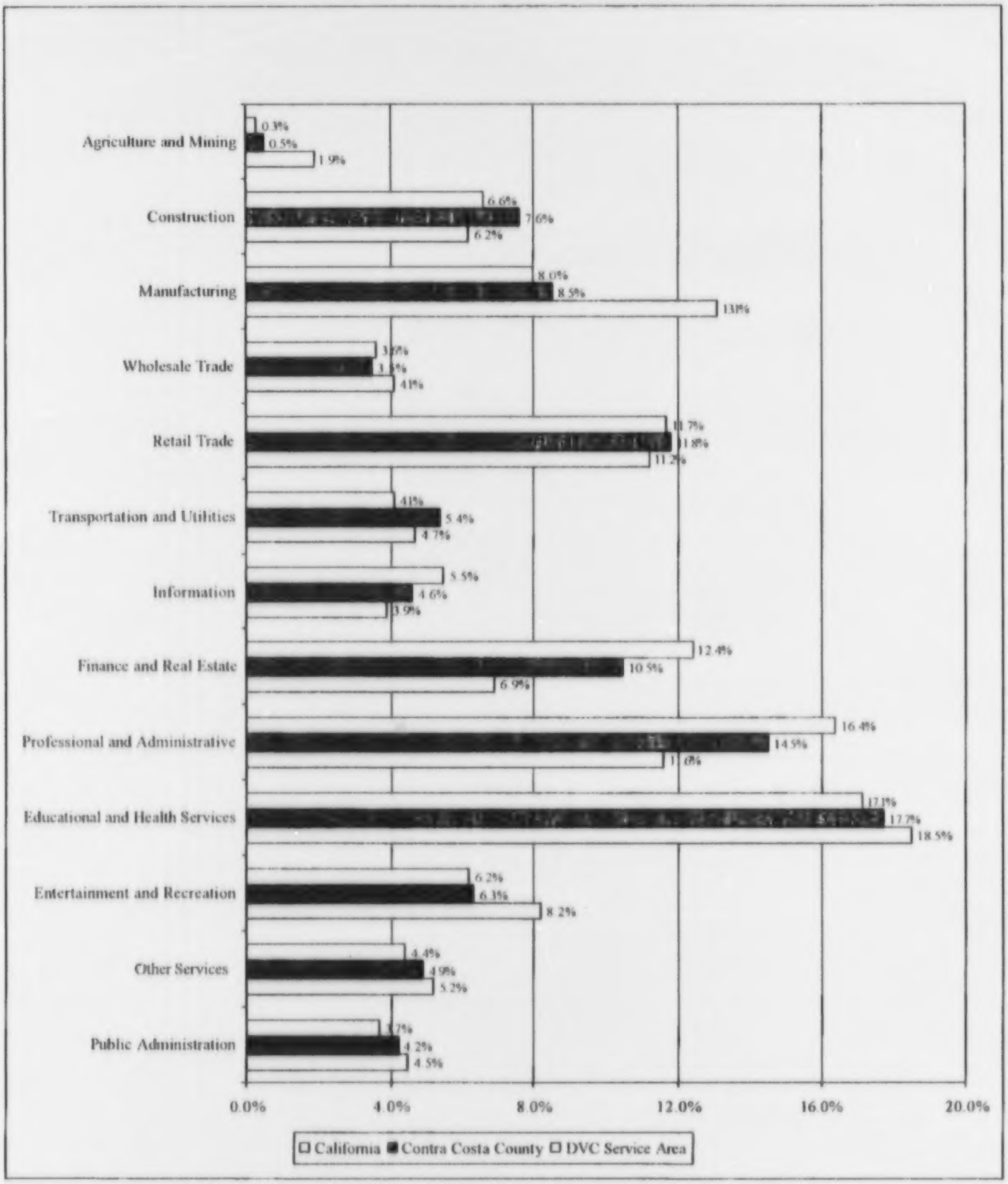
Figure 1.3.4 Industry: California, Contra Costa County and DVC Service Area, 2000



With respect to individual communities, education, health, and social services represent the first or the second largest employer in all incorporated areas of the county. El Cerrito has the highest percentage (28.5%) of the employed civilian population 16 years and over working in this industry. This is due to the city's proximity to U.C. Berkeley. Moraga, Orinda, Lafayette, and Richmond have higher percentages (20% - 22%) as well, either due to the existence of major educational institutions (St. Mary's in Moraga) or due to the high level of social services needed by the community (Richmond). Professional and managerial services are concentrated in Orinda (23.8%), Lafayette (22.4%), Moraga (20.4%), and Walnut Creek (20.1%). Finance, insurance, real estate and leasing are concentrated in Clayton (15%), Walnut Creek (14.4%), and Hercules (12.8%). Retail is a major industry in Antioch (14.1%), while construction employs a relatively large percentage of the civilian population 16 years and older in Brentwood and Oakley (13.1%). These two cities continue to witness phenomenal population growth that started almost ten years ago.

Income

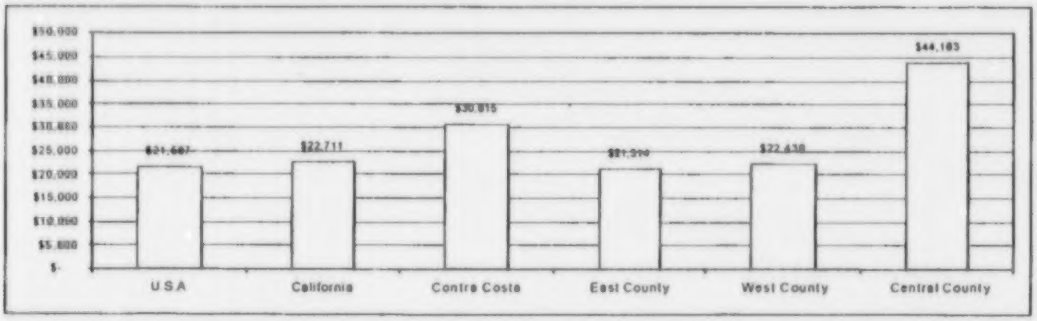
The median household income in Contra Costa County in 1999 was $63,675, compared to $47,493 for California, and only $41,994 for the U.S. The median income for the county was 34% higher than that of the state and 52% higher than that of the U.S. Income per capita was also higher in the county ($30,615), compared to that of California ($22,711) and the U.S. ($21,587). With this high income level and concentration of wealth, the poverty rate in the county (5.4%) was only half of California's rate (10.6%) and approximately 60% of the national rate (9.2%).

Table 1.3.5 Income in 1999: U.S. Census 2000

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
INCOME IN 1999						
Total Households	**105,539,122**	**11,512,020**	**344,422**	**62,551**	**76,042**	**146,052**
Median household income (dollars)	$ 41,994	$ 47,493	$ 63,675	N/A	N/A	N/A
Mean earnings (dollars)	$ 56,604	$ 64,725	$ 82,182	$ 66,647	$ 61,205	$ 96,953
Total Families	**72,261,780**	**7,985,489**	**243,971**	**49,530**	**53,100**	**104,168**
Median family income (dollars)	$ 50,046	$ 53,025	$ 73,039	N/A	N/A	N/A
Per capita income (dollars)	$ 21,587	$ 22,711	$ 30,615	$ 21,314	$ 22,438	$ 44,163

Source: U.S. Census 2000, Table DP-3. Profile of Selected Social Characteristics: 2000

Figure 1.3.5 Per-Capita Income in 1999: U.S. Census 2000



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Housing

A brief discussion of the housing issue will enable the reader to understand the impact of housing on future economic development and in turn its relationship to community colleges in the county. This discussion consists of two parts: housing occupancy (Table 1.3.6) and housing affordability (Table 1.3.7).

In 2000, Contra Costa County had 354,577 housing units, of which 296,953 units (84%) were located in incorporated cities and towns, while the remaining 16% were located in the rural, unincorporated areas of the county. Of the housing units located in the county's incorporated communities, 163,583 units (55%) were in central county, 64,150 units (22%) were in east county and 69,220 units (23%) were in west county. In effect the number of housing units in the DVC service area was greater than the combined total units in the other two areas. The housing occupancy rate in Contra Costa County was 97.1%, compared to that for California (94.2%) and 91.1% for the nation. In effect, the vacancy rate in the county (2.9%) was one half of that of the state (5.8%) and one third of that in the U.S. For the college service areas, central county had the lowest vacancy rate at 2.5%, compared to that of east county at 2.7%, and west county at 3.1%.

Table 1.3.6 Housing Occupancy and Tenure

Characteristics	U.S.A	California	Contra Costa	East County	West County	Central County
HOUSING OCCUPANCY						
Total housing units	**115,904,641**	**12,214,549**	**354,577**	**64,150**	**69,220**	**163,583**
Occupied housing units	91.0%	94.2%	97.1%	97.3%	96.9%	97.5%
Vacant housing units	9.0%	5.8%	2.9%	2.7%	3.1%	2.5%
HOUSING TENURE						
Occupied housing units	**105,480,101**	**11,502,870**	**344,129**	**62,408**	**67,050**	**159,427**
Owner occupied	66.2%	56.9%	69.3%	71.6%	59.1%	71.3%
Renter occupied	33.8%	43.1%	30.7%	28.4%	41.0%	28.8%
Average household size of owner-occupied unit	2.69	2.93	2.78	3.17	2.86	2.61
Average household size of renter occupied unit	2.40	2.79	2.59	3.02	2.74	2.34

Source: Table DP-1. Profile of General Demographic Characteristics: U.S. Census 2000

The unusually high rate of housing occupancy in Contra Costa County has had a serious impact on housing affordability. Furthermore, the high rate of immigration and the population growth in the county created a steadily increasing housing demand that was not matched by an expansion in the supply of housing units. The result has been a constant increase in the price of houses, sometimes reaching double digits in one year.

The housing affordability index (Table 1.3.6) indicates the relationship between the median price of a house and the median family income. The higher the index, the less affordable the housing price would be, compared to family income. For Contra Costa County, the index in 2000 stood at 3.67, compared to California (3.99) and the U.S. (2.39). The index for the county could have been higher than that of the state if it were not for the fact that the median family income ($73,000 in the county) was $20,000 higher than that of California ($53,025).

Table 1.3.7 Housing Affordability Index, 2000

Housing Affordability Index, Year 2000			
	Median Price of a House	**Median Family Income**	**Index**
USA	$119,600	$50,046	2.39
California	$211,500	$53,025	3.99
Contra Costa	$267,800	$73,039	3.67
East County			
Antioch	$196,600	$64,723	3.04
Brentwood	$252,500	$75,753	3.33
Oakley	$187,400	$68,888	2.72
Pittsburg	$165,100	$54,472	3.03
West County			
El Cerrito	$291,300	$69,397	4.20
Hercules	$241,500	$82,214	2.94
Pinole	$223,900	$70,172	3.19
Richmond	$171,900	$46,659	3.68
San Pablo	$146,100	$42,042	3.48
Central County			
Clayton	$358,700	$107,448	3.34
Concord	$233,700	$62,093	3.76
Danville	$541,400	$125,867	4.30
Lafayette	$583,000	$120,364	4.84
Martinez	$254,300	$77,411	3.29
Moraga	$538,500	$116,113	4.64
Orinda	$631,800	$132,531	4.77
Pleasant Hill	$294,000	$79,001	3.72
San Ramon	$428,700	$106,321	4.03
Walnut Creek	$391,200	$83,794	4.67

Source: U.S. Census 2000

With respect to the college service areas, the highest housing affordability index existed in central county with a range of from 3.29 for Martinez to 4.84 for Lafayette. Housing was relatively more affordable in the eastern part of the county (index of 2.72 to 3.33).

The implications of the high occupancy rates and the high affordability index on economic development are obvious. It has become extremely difficult to attract new industry or develop existing ones since the cost of housing has become prohibitive for some professionals. This has become clear in the case of health professionals. Once again, the relatively affordable housing in east county has had a positive impact on the economic development in that area. Undoubtedly, the highest growth in college-age population will come from east county rather than from the central and western parts of the county. This observation corroborates other observations made earlier in this section.

4. Job Growth

The 25 occupations in the state with the fastest projected growth from 2000 to 2010, according to California's Employment Development Department (EDD), appear in Table 1.4.1. Six of the top ten occupations are in computer-related fields such as software engineers, support specialists, systems administrators, and systems managers. Three of the top ten occupations are in medical and health-related services (personal and home care aides, medical assistants, and dental assistants), while one is related to child care workers.

The 25 occupations in the county with the fastest growth and the percentage of projected growth from 1999 to 2006, again according to the EDD, appear in Table 1.4.2. Three of the top ten occupations are in computer-related fields, three in teaching, two in engineering, and two in other areas (child care and hand packers).

The majority of these jobs will require at least a community college education. Students will exit from the community college with an associate degree or certificate in a vocational area and then may continue their education through four-year institutions. More importantly, the health, vitality and productivity of the workforce will depend, in part, upon continuous education, which the

Table 1.4.1 California's Top 25 Occupations with the Fastest Growth, 2000-2010

				2001 Occupational Wages			
Rank	Occupational Title	Numerical Change	Percent Change	Entry-Level Wage	Mean Hourly Wage	Mean Annual Wage	Education or Experience
1	Computer Software Engineers, Applications	80,200	110.5%	$ 27.07	$ 39.47	$ 82,114.00	BA/BS Degree
2	Computer Support Specialists	74,800	109.0%	$ 14.23	$ 22.49	$ 46,768.00	Associate Degree
3	Network & Computer Systems Administrators	30,900	96.0%	$ 18.95	$ 28.65	$ 59,603.00	BA/BS Degree
4	Computer Software engineers, Systems Software	48,400	92.5%	$ 25.29	$ 38.93	$ 80,967.00	BA/BS Degree
5	Personal & Home Care Aides	20,600	62.6%	$ 6.25	$ 8.11	$ 16,861.00	Short - Term
6	Computer Systems Analysts	31,200	60.5%	$ 21.40	$ 31.76	$ 66,063.00	BA/BS Degree
7	Computer & Information Systems Managers	23,300	59.7%	$ 28.30	$ 44.34	$ 92,228.00	BA/BS + Experience
8	Medical Assistants	27,100	51.0%	$ 9.45	$ 13.26	$ 27,569.00	Moderate - Term
9	Dental Assistants	17,900	48.2%	$ 10.78	$ 15.11	$ 31,420.00	Moderate - Term
10	Child Care Workers	18,300	46.7%	$ 6.54	$ 9.18	$ 19,107.00	Short - Term
11	Home Health Aides	15,400	44.8%	$ 7.16	$ 9.75	$ 20,270.00	Short - Term
12	Sales Managers	17,900	42.5%	$ 23.30	$ 41.45	$ 86,203.00	BA/BS + Experience
13	Landscaping & Groundskeeping Workers	45,400	40.8%	$ 6.94	$ 10.36	$ 21,548.00	Short - Term
14	Comb Food Prep & Serving Wrks, Incl. Fast Food	90,300	35.8%	$ 6.25	$ 7.26	$ 15,083.00	Short - Term
15	Management Analysts	15,500	35.3%	$ 19.90	$ 31.89	$ 66,344.00	BA/BS + Experience
16	Teacher Assistants	52,800	33.6%	$ (2.00)	$ (2.00)	$ 48,150.00	Short - Term
17	Customer Service Representatives	63,100	32.3%	$ 9.87	$ 15.03	$ 31,268.00	Moderate - Term
18	Lawyers	22,300	31.8%	$ 32.90	$ 50.42	$ 104,876.00	Professional Degree
19	Security Guards	55,300	31.3%	$ 7.22	$ 9.30	$ 19,341.00	Short - Term
20	Police & Sheriff's Patrol Officers	21,100	30.4%	$ 19.09	$ 25.82	$ 53,701.00	Long - Term
21	Electricians	18,300	30.1%	$ 14.13	$ 22.81	$ 47,448.00	Long - Term
22	Secondary School Teachers, Ex Special & Voc Ed	32,800	29.8%	$ (2.00)	$ (2.00)	$ 51,736.00	BA/BS Degree
23	Cooks, Restaurant	27,100	29.0%	$ 7.38	$ 10.04	$ 20,884.00	Long - Term
24	Maids & Housekeeping Cleaners	28,000	28.1%	$ 6.25	$ 8.25	$ 17,166.00	Short - Term
25	Financial Managers	20,600	28.1%	$ 23.84	$ 39.50	$ 82,151.00	BA/BS + Experience

Source: California Employment Development Department, Labor Market Information

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Table 1.4.2 Contra Costa County's Top 25 Occupations with the Fastest Growth, 1999-2006

Rank	Occupational Title	Numerical Change	Percent Change	Education or Experience
1	Computer Engineers	700	58.8%	BA/BS Degree
2	Systems Analyst - Elec Data Proc	1,270	58.8%	BA/BS Degree
3	Computer Support Specialists	1,210	51.3%	BA/BS Degree
4	Electrical & Electronic Egrs	340	42.0%	BA/BS Degree
5	Eng. Math. Natural Sci Mgrs	510	38.9%	Work Experience + BA/BS Degree+
6	Hand Packers & Packagers	790	35.1%	Short - Term
7	Civil Egrs-Including Traffic	340	34.0%	BA/BS Degree
8	Child Care Workers	480	33.8%	Short - Term
9	Teacher Aides, Educ Assts, Clerical	460	32.9%	Short - Term
10	Teachers - Secondary School	1,640	31.5%	BA/BS Degree
11	Medical Assistants	310	31.5%	Moderate - Term
12	Teachers, Preschool	470	30.7%	BA/BS Degree
13	Dental Assistants	340	29.3%	Moderate - Term
14	Teacher Aides, Paraprofessionals	550	28.9%	Associate Degree
15	Instructors & Coaches-Sports	370	28.2%	Moderate - Term
16	Teachers - Elementary School	1,240	26.3%	BA/BS Degree
17	Guards & Watch Guards	460	26.3%	Short - Term
18	Painters, Paperhang-Construction	370	25.9%	Moderate - Term
19	Counter & Rental Clerks	300	24.2%	Short - Term
20	Laborers, Landscape/Groundskeeper	910	24.1%	Short - Term
21	Teachers-Voc Education & Training	310	23.3%	Work Experience
22	Education Administrators	280	22.8%	Work Experience + BA/BS Degree+
23	Carpenters	1,210	22.5%	Long - Term
24	Police Patrol Officers	290	22.5%	Long - Term
25	Electricians	330	21.9%	Long - Term

Source: California Employment Development Department, Labor Market Information

5. Competition from Post-Secondary Institutions

Competition for students in the post-secondary education market plays an important role in student enrollment at DVC. This market is limited to a large extent by the geographical boundaries of the county and the college service area. An examination of the market structure in 2001-2002 reveals the existence of 40 institutions that fall into six categories as follows (Table 1.5.1):

- Two-year technical/community colleges (3)
- Four-year colleges/universities (10)
- Proprietary/Private business and technical schools (13)
- Public adult schools with occupational programs (4)
- Public secondary schools with occupational programs (4)
- Other educational institutions (6)

The 13 institutions in the first two categories represent those that offer courses for college credit and for continuing education. For DVC, there is a direct competition from the colleges and universities in this group. The remaining 27 institutions represent indirect competitors since they offer choices to prospective students in terms of vocational/training programs at a different level.

Table 1.5.1 Post-Secondary Education Institutions in Contra Costa County, 2001-2002

	Institution	Two-Year Tech./Comm. College	Four-Year College/Univ	Proprietary/ Private Business & Tech.School	Public Adult School with Occup. Programs	Public Sec. School with Occup. Programs	Other
1	American Truck School						X
2	Antioch Adult School				X		
3	California State University, Hayward		X				
4	Center for Professional Investigative Training			X			
5	Chapman University Academic Center		X				
6	Construction Craft Training Center						X
7	Contra Costa College	X					
8	Contra Costa County Regional Occupational Program					X	
9	Cyber State University			X			
10	De Loux Cosmetology			X			
11	Delta Beauty College Inc.					X	
12	Designs School of Cosmetology			X			
13	Diablo Valley College	X					
14	Frederick W Taylor University		X				
15	Gateway Country Companies, Inc.			X			
16	Golden Gate University		X				
17	Heald Business College		X				
18	Heald College - School of Technology			X			
19	JATC of the Bay Area, Inc.						X
20	John F Kennedy University		X				
21	Los Medanos College	X					
22	Martinez Adult School				X		
23	Micro-Easy Computer Institute			X			
24	Mt. Diablo Adult Education				X		
25	Mt. Diablo Vocational Services Training					X	
26	New Horizons Computer Learning Center			X			
27	Paris Beauty College			X			
28	Pittsburg Adult Education Center				X		
29	Professional Skills Institute			X			
30	Rubicon Programs, Inc.						X
31	Silicon Valley College			X			
32	Software Advanced Technologies Institute			X			
33	St. Mary's College		X				
34	The Service Quality Department						X
35	University of California, Berkeley - University Extension		X				
36	University of Phoenix		X				
37	University of San Francisco - San Ramon		X				
38	West Contra Costa Adult Education					X	
39	Western Career College						X
40	Worldwide Educational Services			X			
	Total	3	10	13	4	4	6
	Percentage	8%	25%	33%	10%	10%	15%

Source: Occupational Outlook and Training Directory of Contra Costa County, 2001-2002

Table 1.5.2 presents information about the twelve institutions that compete directly with DVC. This table includes information about the location, degrees and programs offered, type of school, and accreditation/certification status.

Regarding the academic programs, the three community colleges in the district constitute the backbone of the academic program offerings in the county. More than 60% of the program offerings in Contra Costa County (233 out of 378 programs) are housed in the three community colleges. The remaining 40% of the academic, vocational, and continuing educational programs are located in the other 10 public and private institutions.

Table 1.5.2 Contra Costa Post-Secondary Education Institutions: Locations, Degrees, Programs, School Type and Accreditation

School	Location	Degrees Offered	No. Programs Offered	School Type/Edu	Accred./Cert.
Diablo Valley College	Pleasant Hill	A,C,D	95	2-year Tech./Comm. College	WASC
California State University, Hayward	Concord	M,B,C,D	19	4-year College/University	WASC
Chapman University Academic Center	Concord	M,B,C,D	12	4-year College/University	WASC
Contra Costa College	San Pablo	A,C,D	63	2-year Tech./Comm. College	WASC
Golden Gate University	Walnut Creek	M,B,C,D	5	4-year College/University	WASC
Heald Business College	Concord	A,C,D	11	2-year Tech./Comm. College	WASC
Heald College-School of Technology	Martinez	A,C	5	2-year Tech./Comm. College	WASC
John F. Kennedy University	Orinda	Dr,M,B,C	15	4-year College/University	WASC
Los Medanos College	Pittsburg	A,C	75	2-year Tech./Comm. College	WASC
St. Mary's College	Moraga	M,B,C	30	4-year College/University	WASC
UC Berkeley, University Extension	San Ramon	C	36	4-year College/University	WASC
University of Phoenix	Walnut Creek	Dr,M,B,A,C	8	4-year College/University	NCASC
USF, San Ramon Regional Campus	San Ramon	M,B	9	4-year College/University	WASC

Source: Occupational Outlook & Vocational Training Directory of Contra Costa County, 2001-2002
WASC = Western Association of Schools and Colleges
NCASC = North Central Association of Schools and Colleges

A = Associate Degree
B = Baccalaureate Degree
C = Certificate

D = Diploma
M = Master's
Dr = Doctorate

In addition to academic programs, the three community colleges offer the most comprehensive number of student services. The nine most common student services are presented in Table 1.5.3. This table indicates that the three community colleges offer all nine services, while other public and private institutions located in the county offer a reduced number of services that range between three and seven.

Table 1.5.3. Student Services at Colleges and Universities in Contra Costa County, 2001-2002

Institution	Services									Total	Percentage
	1	2	3	4	5	6	7	8	9		
1. CSU Hayward		1	1		1	1		1	1	**6**	**66.7%**
2. Chapman University Academic Ctr.	1	1			1	1		1	1	**6**	**66.7%**
3. Contra Costa College	1	1	1	1	1	1	1	1	1	**9**	**100.0%**
4. Diablo Valley College	1	1	1	1	1	1	1	1	1	**9**	**100.0%**
5. Golden Gate University	1	1	1		1				1	**5**	**55.6%**
6. Heald Business College	1	1			1	1			1	**5**	**55.6%**
7. Heald College School of Technology	1	1			1	1			1	**5**	**55.6%**
8. John F. Kennedy University	1	1	1		1	1			1	**6**	**66.7%**
9. Los Medanos College	1	1	1	1	1	1	1	1	1	**9**	**100.0%**
10. St. Mary's College		1			1			1		**3**	**33.3%**
11. UC Berkeley-University Extension			1		1			1	1	**4**	**44.4%**
12. University of Phoenix	1	1	1		1	1		1	1	**7**	**77.8%**
13. USF, San Ramon Regional Campus	1	1			1	1		1		**5**	**55.6%**
Total	10	12	8	3	13	10	3	9	11	**79**	

Source: Occupational Outlook & Vocational Training Directory of Contra Costa County, 2001-2002

1 = Career Development
2 = Counseling
3 = Distance Learning
4 = ESL Courses
5 = Financial Aid
6 = Job Placement
7 = On-Site Child Care
8 = Open Entry/Open Exit
9 = Veteran Approved

It is obvious from these comparisons that there is keen competition in the market of post-secondary education in Contra Costa County. Despite this robust competition, Diablo Valley College remains the college of choice for aspiring students in the service area due to the comprehensive nature of its programs and services, affordable prices and its reputation for higher quality education. However, to maintain this competitive advantage, DVC must continue to upgrade and enhance its human resources, programs, finances and facilities. The recent voter approval of Measure A (Spring 2002) to raise funds for renovation and expansion of facilities will enhance the college's competitive position.

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6. External Environment: Summary and Implications

The salient points to be gleaned from this section are:

- Course planning, student services and marketing need to be alert to the needs of older and re-entry students.
- DVC needs to brace itself for the possibility of small or even zero enrollment growth, due to the slow growth in its service area population and the projected budget cuts.
- Sensitivity to the needs of students who are of more than one race will be essential in the years to come.
- The proportion of White students remains significant in the county (65.5%) and DVC's service area (79.3%), while Asians/Pacific Islanders and Hispanics are significantly large minorities. Planning should take these ethnicity proportions into account.
- In Contra Costa County as a whole, young students under 20 are an important group to consider in planning. A majority of these young people reside in east county.
- The pre-college enrollment rate in east county is 81.3%; this will translate into higher college enrollment within a few years.
- The highly-educated population of Contra Costa County, and especially DVC's service area, are more likely to send their children to college and support them financially and intellectually while they are in school and college.
- DVC must meet the needs of a highly-educated urban class (transfer courses) without forgetting the needs of other segments of society.
- The high percentage of married families in central county (58.7%) implies stability at home for the children and most likely better performance in school and college.
- DVC should continue to support ESL programs; expand the efforts to integrate multicultural and international perspectives into the curriculum and programs; and hire faculty and staff who reflect the diversity of the community.
- With a high percentage of the population in Contra Costa County speaking Spanish or Asian languages at home, DVC needs to offer academic programs and courses that meet the needs of these bi-lingual or multi-lingual people for higher education and training. Information brochures need to be made available in the predominant languages of the college service area.
- In the context of a rising unemployment rate in DVC's service area, DVC's vocational education programs play a pivotal role in helping members of the workforce update their skills and acquire new ones, enabling them to adapt to the changing needs of business and industry.
- DVC needs to continue to encourage car-pooling and the use of public transportation by reserving special lots for car-poolers and increasing the number of buses on routes leading to and from DVC.
- DVC needs to encourage use of its satellite campuses and establish new ones at strategic locations, making students' commute as short as possible.
- Because nearly half of the population of central county has a management or professional occupation, DVC's curriculum will be expected to have a full contingent of business and computer-related courses. Occasions such as DVC College Day and Transfer Day could focus on business and the professions.
- Training in education, health and social services; professional, scientific and manage-

ment services; and finance, insurance and real estate. Training in these areas should continue to be a priority for DVC.

- The high median household income in the county and the very high mean earnings in DVC's service area suggest that doubling fees per credit unit (due to the budget emergencies in early 2003) would not be injurious to long-term enrollment levels.
- Six of the top ten occupations in the state, and three of the top ten in the county, are in computer-related fields. (However, computer-related fields are sensitive to market conditions, and DVC's planning for course offerings and equipment will need to take this into account.) Other fast-growing occupations are civil, electrical and electronic engineers; engineering managers, hand packers, and teachers.
- DVC faces stiff competition in business, professional, and computer-related fields; but the comprehensiveness, transfer potential, and low cost of education at DVC (even with increased fees) gives DVC, along with other community colleges, a convincing appeal.

Internal Environment

History and Overview of California Community Colleges

District and College History

Philosophy and Mission

Strategic Directions

Organization

Accreditation

Summary and Implications

Section II: Internal Environment

Section II provides a wide range of information about DVC's institutional profile which includes the college's history, philosophy, mission, strategic directions, organization, and accreditation. Taken together, this information aims at enhancing the reader's understanding and appreciation of the institution and the people it serves. The information in this section has been drawn from a variety of sources including the college's annual catalog, DVC's strategic plan, the district's strategic plan, the accreditation self-study report, and other documents that are published periodically by the college and the district.

1. History and Overview of California Community Colleges

California's post-secondary education consists of three segments in which a total of 2,340,743 students were enrolled in fall 2002. A brief profile of these segments is provided below.

California Community Colleges (CCC): The CCC system consists of 108 colleges. Admission to a community college is open to any high school graduate or person over the age of 18 who could benefit from instruction. Community colleges offer associate degrees and academic programs designed to prepare students to transfer to four-year institutions. Additionally, certificates and degrees are awarded in various occupational and vocational areas. In 2001-2002, the community colleges in California enrolled 2.9 million students (non-duplicated head count). Fall 2002 enrollment was 1,746,553.

California State University (CSU): The CSU system consists of 22 campuses. CSU provides baccalaureate and master's degrees, and may award doctorates jointly with the University of California. In fall 2002, 407,882 students enrolled in CSU.

University of California (UC): The UC consists of eight general campuses and one health science campus. UC provides undergraduate education leading to baccalaureate degrees, master's degrees, doctorates, and professional degrees. UC also has exclusive jurisdiction over basic research and the professions of law, medicine, dentistry, and veterinary medicine. In fall 2002, UC enrolled 187,278 students (148,024 undergraduates and 39,254 graduate students).

The California community college system is the largest in the country.* It consists of 108 colleges governed by 72 locally controlled districts with a combined budget of $4.84 billion in fiscal year 2002-2003. The annual community college enrollment of more than three million students accounts for seven out of ten public college students in California and one out of ten public college students in the United States.

Historically, the primary purpose of the community colleges has been to provide general education to students who ultimately transfer to four-year institutions. Community colleges also provide vocational education in a variety of fields. In response to the changes in the economy, these

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(*) Adapted from Little Hoover Commission, *Open Doors and Open Minds: Improving Access and Quality in California's Community Colleges* (Sacramento, CA: Little Hoover Commission), March 2000, pp 5-7.

colleges have been instrumental in helping workers upgrade their skills. Since the mid-1990's, community colleges have been given the task of helping welfare recipients develop the work-related skills to transition from public assistance to financial independence.

California's first junior college program, independent of K-12 schools, began in 1920 in Fresno. In 1921, the legislature authorized the creation of local community college districts, which were locally governed by a board of elected trustees. Until 1960, the State Board of Education and the Superintendent of Public Instruction oversaw community colleges.

Originally, community colleges were part of the K-12 school system. The current role of the colleges in the educational system was defined in the California Master Plan for Higher Education, which was formalized by the "Donahoe" Higher Education Act of 1960. This statute established a system of post-secondary education with three segments: the University of California, the California State University, and the community colleges.

With the creation of the Master Plan for Higher Education, community colleges became part of the States' post-secondary education system. The Master Plan was a landmark document that formally established the inherent right for all citizens of California to have access to affordable higher education. It defined the community colleges as a gateway to advanced studies. In 1967, the statewide responsibility for oversight of community colleges was transferred from the State Department of Education to the Community College Board of Governors and a state chancellor.

Since the master plan was created, several events have impacted the community colleges.

- In 1978, Proposition 13 reduced local taxes by 57 percent and severely curtailed the ability of local districts to raise revenue. Funding control shifted to the state, with the Legislature increasingly involved in community college operations.

- In 1988, Proposition 98 guaranteed K-14 schools funding equal to 40 percent of State General Fund. Although the initiative was expected to stabilize funding for colleges, it did not guarantee the colleges a set portion of Proposition 98 funds.

- In 1998, Partnership for Excellence (PFE) funding for community colleges was established. This is a performance funding measure that aims at enhancing institutional effectiveness through improvement in several performance indicators, including: number of transfer students, number of degrees and certificates awarded, successful course completion, workforce development, and basic skills improvement. California's community colleges were allowed three years to implement mechanisms that will lead to improvement in the quality of education. Although the PFE program was reviewed in 2001, future funding is doubtful due to the serious budget deficit beginning in 2002.

The success of the Master Plan for Higher Education created 40 years ago argued for developing a more comprehensive plan to provide greater stability to California's entire public education system – Kindergarten through University levels. The framework of the plan was released in August 2000, and a joint legislative committee adopted the Plan in August 2002 (www.sen.ca.gov/masterplan/). The next stage—beginning in December 2002—is the development and pursuit of legislation, constitutional amendments, and budget and regulatory changes to begin the phased implementation of the Master Plan for Education.

The vision for California's education system was stated in the plan:

"California will develop and maintain a cohesive system of first-rate schools, colleges and universities that prepare all students for transition to and success in the next level of education, the workforce, and general society, and that is responsive to the changing needs of the state and its people."

The proposed Master Plan for Education will serve as the long-term template to guide the changes needed to achieve a comprehensive system of education. It will provide frameworks for governance, resources, policy development, and accountability to ensure that the state and its citizens receive maximum benefit from California's investment in education. The proposed plan places emphasis on accountability and assessment at all levels, and the need for strong and continuous coordination among all segments of the educational enterprise. The plan recommends that the State bear responsibility for developing a technology infrastructure. In addition the plan recommends the creation of a state entity to monitor California's changing demographics, estimate student demand, and project the resources needed to enhance the quality of public education in the State.

2. District and College History

The Contra Costa Community College District is the eighth largest district in California in terms of student enrollment. There are three colleges: Diablo Valley College in Pleasant Hill, which has a center in San Ramon; Contra Costa College in San Pablo; and Los Medanos College in Pittsburg. The district was established on December 14, 1948, and is headquartered in Martinez.

The publicly supported Contra Costa Community College District offers students low-cost access to quality higher education and provides students with many program options, including the Associate of Arts or Associate of Sciences degree, transfer credit to four-year colleges, vocational training, and personal improvement opportunities. The district encompasses 686 square miles—nine tenths of Contra Costa County's landmass. It reaches from San Francisco Bay on the west to the Sacramento-San Joaquin Delta and Byron on the east; and from the Carquinez Strait and Suisun Bay in the north to Alameda County in the south. In Fall 2002, current (active) enrollment head count at the district reached a total of 43,801 students, of which DVC accounted for 53.1%, CCC 23.1%, and LMC 23.8%.

Diablo Valley College is located on land that was originally home to the Costanoan Indians but was incorporated into the expanding Spanish frontier in the late eighteenth century. In 1844, the Mexican government granted the land to William Welch, and it became part of his huge Rancho Las Juntas, which included northwestern Walnut Creek, all of Pleasant Hill, and the northeastern half of Martinez. After World War II, the land was subdivided into housing tracts; and on October 5, 1950, the College Board of Trustees purchased the DVC site for $172,500. Construction began in September 1951.

From the very outset, DVC has been very fortunate to find able leaders with deep commitment to the needs of students and a well-defined vision of the future, a tradition that continues today. Each of the five college presidents has left a strong and lasting imprint on the institution: Leland Medskar, Karl Drexel, William P. Niland, Phyllis Peterson, and Mark Edelstein.

The 1960s and 1970s were a period of rapid expansion as the student body soared and the outlines of the current-day physical plant were developed. These trends continued until 1978, when Proposition 13 forced the college to initiate a number of cost-cutting measures. Among the most far-reaching consequences of this austerity program was an increasing reliance on part timers among both the faculty and the classified staff.

The first significant expansion of DVC after the post-Proposition 13 crisis occurred in the mid-1980s, during the Presidency of Dr. Peterson. In 1985, a satellite campus, the Center for Higher Education (known today as the San Ramon Valley Center), was established in San Ramon to serve the needs of the growing student population in South County. That same year also witnessed the creation of an overseas center in London, the genesis of an education abroad program that would eventually include academic centers in Florence, Paris, and Guadalajara.

The 1980s saw the beginnings of high technology at DVC, one of the dominant campus trends in the following decade. As the twenty-first century opened, virtually every full-time tenured faculty member had access to a personal computer.

Multiculturalism is another thread that looms large in DVC' s future. Prior to the mid-1960s, people of color were conspicuous by their absence on campus. Since that time, however, both the student body and the staff have become much more diverse in ethnic and racial background, reflecting the massive demographic shift in the college service area.

Today, DVC, located off Interstate 680 in Pleasant Hill, is situated on one hundred acres of gently rolling hills in view of Mt. Diablo, a northern California landmark. In Fall 2002 the college employed 875 full- and part-time faculty, 23 managers, and 263 classified staff, a total of 1,161. DVC is the college of choice for many students from the private and public high schools in the nearby Martinez, Mt. Diablo, San Ramon, and Acalanes school Districts. In fact, its student body represents communities throughout the Bay Area. Also, within the past few years, the campus has witnessed a significant increase in the number of international students, who have been attracted by the school' s reputation. Each year, DVC has had one of the highest rates of transfer to the University of California and the California State University, among similar institutions.

3. Philosophy and Mission

This section consists of the following four parts:

- Philosophy statement for DVC
- Mission statement for DVC
- Core values for CCCCD
- Mission statement for CCCCD

Each of these items will be discussed in the following pages.

Philosophy Statement for DVC

The primary objective of Diablo Valley College is the development, growth and success of each of its students. At DVC, student learning is paramount and comprises not simply the transference of knowledge and skills but also a process of intellectual, artistic, political, ethical, physical, and spiritual exploration. DVC believes that such learning is the mutual responsibility of the college and student.

The college recognizes the dignity and intrinsic worth of the individual and will make every effort to design programs to meet individual needs, interests and capacities. The college believes that a broad range of educational approaches and support services is necessary in order to ensure that each student achieves his or her potential.

In fulfilling these objectives and principles, DVC affirms its intention:

- to provide the highest possible level of education and counseling in order to help students develop and realize their goals;
- to provide the highest possible level of access to a student body which reflects the cultural and socio-economic diversity of our community;
- to provide students with opportunities for the development of values, ethical behavior, aesthetic appreciation, and a sense of civic responsibility;
- to provide students with opportunities for social and personal growth;
- to enhance self esteem and sense of individual responsibility;
- to provide a campus climate which encourages tolerance, mutual respect, civility, and the free and open exchange of ideas; and
- to instill an appreciation for the values and contributions of other cultures and to foster a global and international perspective among all students.

The college will continuously seek and support a dedicated, highly qualified staff that is diverse in terms of cultural background, ethnicity, and intellectual perspective and that is committed to fostering a climate of academic freedom and collegiality. DVC will encourage and support professional development for all staff and will all share in the responsibility for student outcomes.

Diablo Valley College affirms its responsibility to address the diverse needs of the communities it serves and to provide leadership in the civic, cultural, and economic development of the region.

Mission Statement for DVC

In implementing its philosophy, Diablo Valley College engages in a wide variety of activities. However, four primary missions constitute the critical functions of the college:

Transfer

The college ensures access to a baccalaureate degree for all members of the community, regardless of their circumstances of prior academic record, by providing the full range of freshman and sophomore level courses necessary for transfer. These courses are of sufficient breadth, depth, and rigor to ensure that transfer students are as well prepared to succeed in upper division work as those who complete their first two years at a four-year college or university. The college also provides counseling and academic planning services for the transfer process. The college faculty and staff are dedicated to the active identification, encouragement, and support of students who have the desire and ability to pursue a baccalaureate degree.

Workforce Development

In order to ensure a well-trained work force, the college provides a wide variety of occupational programs and general education courses designed to prepare students for new careers, career changes, and career advancement. The college also provides students with the access to support services and career development services necessary to help them establish and fulfill educational plans appropriate to their career goals. The college's occupational programs are responsive to the changing needs of the business community and of the regional economy. The programs are focused not only on the educational needs of individuals but on the workforce development needs of the community as well.

Economic Development

In addition to providing strong occupational programs, the college supports the economic development of the region through its leadership in planning, its encouragement of partnerships for economic growth, and the provision of contract-based training to meet the needs of business and the community. The aim of the college's economic development efforts is to ensure that the region has the planning, development, and training capacity necessary to attract and retain business and to maintain the region's economic vitality.

Pre-collegiate Preparation

The college ensures meaningful access to its collegiate programs by providing a broad range of pre-collegiate courses designed to develop the skills necessary to succeed in college level classes. The college is committed to offering courses responsive to student needs and to individual learning styles. The college also is committed to providing the comprehensive student support services necessary to help students overcome their educational limitations. The aim of the pre-collegiate program is to empower students to become confident and independent learners, to recognize and build on individual strengths, and to encourage students' further education.

In addition to these primary missions, the college acknowledges and honors its traditional role as a center for learning by providing courses, events, and activities that promote lifelong learning and enrich the community's cultural, intellectual, and recreational environment.

Mission Statement for CCCCD

The mission of the Contra Costa Community College District, through its colleges, is to provide educational opportunities for students and communities. To fulfill this mission the district is committed to and responsible for the following:

- promoting, recognizing, and rewarding excellence in all our endeavors;
- cultivating and celebrating diversity by assuring equal access for all students and by providing multicultural curricula;
- ensuring that our staff reflects the diversity of the students and communities we serve;
- providing leadership within our communities by anticipating and meeting their changing needs;
- valuing and promoting growth among our students of all ages, our institutions, and our communities;
- recognizing the merit of each college's individuality within the District's mission;
- striving for integrity and ethical behavior in all we do.

CCCCD's mission is fulfilled in these ways:

- General Education -- providing a challenging education in the liberal arts and sciences
- Transfer Education -- preparing students for and facilitating their transfer to four-year institutions
- Employment Preparation -- providing job training, retraining, and upgrading of skills for tomorrow's workforce
- Student Support Services -- ensuring academic success by removing barriers to full participation and by helping students to develop sound educational plans, make educational progress and gain leadership skills
- Developmental Education and English as a Second Language -- providing opportunities for students to acquire skills necessary for academic success and facility in English
- Community Services and Lifelong Learning -- offering opportunities for cultural enrichment and intellectual stimulation to all members of the community
- Economic Development Services -- creating partnerships with business, industry, and government to help shape the economic future of our communities

CCCCD recognizes that the individual learner is the focus of educational efforts, and the district is therefore committed to creating environments which foster student achievement.

12/10/92
Adopted by Board 2/24/93

Core Values for CCCCD

Contra Costa Community College District is committed to the following core values and strives to practice these values in the service of students, the colleges and the community. The district will:

- promote excellence in instruction and support services, adhering to solid educational standards and focusing first on student success;
- ensure access, equity, quality, and relevancy in programs and services;
- celebrate diversity by honoring diversity of perspectives, ideas, and people across the District;
- balance academic freedom with academic responsibility;
- provide programs that meet current and future market demands;
- serve the community as partners and advocates with a passionate commitment to our mission;
- recognize and reward innovation;
- act with integrity;
- maintain fiscal solvency and stability;
- listen effectively and share information openly and honestly among all levels of the organization;
- operate in an environment of collegiality and mutual respect; and
- promote unity throughout the District by focusing on a shared commitment to students.

4. Strategic Directions

Strategic Directions for DVC

Diablo Valley College has developed a strategic plan around five critical areas: excellence in teaching and learning, student support services, public and private partnerships in the community, planning and evaluation, and maintenance of a solid college infrastructure. (See Section VI, Part 7 for an evaluation of the college's strategic plan.)

Teaching and Learning

The college will:

1. consistently and regularly measure its effectiveness in fulfilling its mission based on the success of its students;

2. strengthen its instructional program-review process for making decisions regarding funding, staffing, and program development;

3. ensure a rigorous ongoing review of its curriculum to strengthen the emphasis of all programs on the development of critical-thinking and problem-solving skills of students;

4. continue to review its courses and programs to determine which can be provided effectively in an alternative delivery format and schedule;

5. expand instructional offerings at off-campus locations and expand the opportunities for distance learning;

6. meet the needs of under-prepared students by offering additional basic skills and ESL courses, including instruction in reading, writing, mathematics, computers, physical sciences, and information literacy;

7. continue to expand its efforts to integrate multi-cultural and international perspectives into its curriculum and programs and hire faculty and staff who reflect the diversity of the student population; and

8. provide campus-wide access to computers for students, faculty, and staff, including an increased access to computer labs and an increased use of technology in the delivery of instruction.

Student Support Services

The college will:

9. expand tutoring services, improve access to information resources and computer technology, increase bilingual support services, and provide other services to assist students in meeting their educational goals;
10. establish an International Student Center to serve international students and to provide all students an opportunity to increase their knowledge of other cultures and languages;

11. improve the integration and coordination of student services and centralize as many of these services as possible in a single location;

12. take an active role in identifying potential transfer students and providing them with a full range of transfer services, ensuring students experience a smooth transition to a four-year college or university; and

13. develop and implement ways of using technology to improve the admissions, counseling, and registration processes and more effectively provide information to students.

Establishment of Public and Private Partnerships in the Community

The college will:

14. develop and implement expanded outreach activities with local schools and Regional Occupational Programs (ROP) partners. Such activities will include the articulation of instructional programs and services, increasing the preparation of students for college-level work, and recruiting and providing services to high school students;

15. develop and implement new partnerships with public and private organizations, which include: identifying the programs needed for workers in the local labor market; ensuring that curriculum and programs are current; sharing facilities and resources; jointly applying for public and private funding; and providing work experience, internship, and mentoring opportunities for students;

16. continue to develop the Center for Higher Education and establish a permanent site for the center to better serve South County; and

17. expand the accessibility of instructional programs and services by establishing more off-campus sites.

Planning and Evaluation

The college will:

18. strengthen its research and reporting capabilities to provide accurate and timely information on student enrollment trends and projections;

19. develop a marketing and recruitment effort which includes enhancing high school recruitment, reaching under-served populations, increasing international student enrollment, and targeting employees in business and public organizations;

20. continue to refine the measures of effectiveness data and use the data to inform decision-making about hiring, budgeting, program development, services, and curriculum;

21. expand the collections of follow-up data on former students to determine how well the

college prepares students. This information will be used for hiring, budgeting, program development, services, and curriculum; and

22. improve collegial decision-making; define and clarify the roles and responsibilities of faculty, staff, and administration; and work to improve timelines for decision-making.

College Infrastructure

The college will:

23. pursue additional sources of funding, including public and private grants to support innovation; public and private partnerships; fee-based and contract-education programs; a strong and effective college foundation; and an alumni association;

24. continue to pursue funding to implement the college's Facilities Master Plan and seek additional resources for deferred maintenance to upgrade and improve existing class rooms;

25. develop the necessary infrastructure for technology on campus and provide fiscal support for it;

26. develop and implement a program to provide greater development opportunities for faculty and staff.

Strategic Initiatives for CCCCD 2001-04

The district will:

1. support collaboration among the colleges in the design and delivery of high quality educational programs and support services to ensure learner access, improve persistence and retention rates, and increase enrollment district-wide;
2. address the workforce needs of Contra Costa to support the economic development of the county;
3. increase accountability to students and stakeholders;
4. provide safe, accessible, attractive and well-maintained facilities;
5. develop a technology infrastructure that supports seamless delivery of technology across the district;
6. design a comprehensive, district-wide Human Resource development system.
7. increase revenues available to support programs and services; and
8. increase community awareness and appreciation for the services and benefits available at the Contra Costa Community College District.

5. Organization

Academic Calendar

The academic calendar consists of two regular terms, fall and spring, each having 18 weeks of instruction. The fall term begins around the middle of August and ends shortly before the Christmas holidays. The spring term, on the other hand, begins in the first week of January and ends toward the end of May. In addition, there are several summer sessions with varying lengths, beginning in June and ending in July.

Table 2.5.1 Two -year Academic Calendar

Fall Semesters		
Activities	**Fall 2002**	**Fall 2003**
Non - Instructional/Improvement Days (Optional)	Aug. 13 - 15	Aug. 12 - 14
Mandatory Faculty Service Day	Aug. 16	Aug. 15
Fall Instruction Begins	Aug. 19	Aug. 18
Saturday/Sunday Fall Classes - Instruction Begins	Aug. 24 - 25	Aug. 23 - 24
NC - No Saturday/Sunday Classes	Aug. 31 - Sept. 1	Aug. 30 - 31
H - Labor Day - Legal Holiday	Sept. 2	Sept. 1
Census Date	Sept. 3	Sept. 2
NC - No Sunday Classes	Nov. 10	Nov. 9
H - Veterans Day - Legal Holiday	Nov. 11	Nov. 10
H - Thanksgiving/Day After Thanksgiving - Legal & Board Holidays	Nov. 28 - 29	Nov. 27 - 28
NC - No Saturday Classes	Nov. 30 - Dec. 1	Nov. 29
Last Day of Instruction	Dec. 16	Dec. 15
Winter Recess	Dec. 17 - Jan. 7	Dec. 17 - Jan. 6
H - Legal & Board Holidays	Dec. 20, 23 - 27, 30 - 31	Dec. 22 - 26, 29 - 31
H - Legal Holiday	Jan. 1	Jan. 1

Spring Semesters		
Activities	**Spring 2003**	**Spring 2004**
Non - Instructional/Improvement Activities (Optional)	Jan. 8 - 9	Jan. 13
Required Faculty Service Day	Jan. 10	Jan. 14
Spring Instruction Begins	Jan. 13	Jan. 15
Saturday/Sunday Spring Classes - Instruction Begins	Jan 18 - 19	Jan. 17 -19
H - Martin Luther King Jr. Birthday - Legal Holiday	Jan. 20	Jan. 19
Census Date	Feb. 3	Feb. 6
Lincoln's Birthday - Legal Holiday	Feb. 7	Feb. 7
NC - No Saturday Classes	Feb. 8	Feb. 9
NC - No Sunday Classes	Feb. 16	Feb. 15
H - Washington's Birthday - Legal Holiday	Feb. 17	Feb. 16
H - Friday Before Spring Recess - Board Holiday	Apr. 18	Apr. 9
NC - No Saturday/Sunday Classes	Apr. 19 - 20	Apr. 10 - 11
Sat./Sun. Classes Resume After Spring Break	Apr. 26 - 27	Apr. 17- 18
Regular Classes Resume After Spring Break	Apr. 28	Apr. 19
Last Day of Instruction	May 23	May 28
H - Memorial Day - Legal Holiday	May 26	May 31

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Governance

Since 1950, Diablo Valley College has been served by five presidents with the third president (William P. Niland) serving the longest term of 19 years (1965-1984). The current president (Mark G. Edelstein) has been in office since 1996.

The District is currently governed by a five-member board of governors who represent the county's five precincts. Furthermore, since its inception in 1949, the district has been headed by seven chief executive officers (CEOs). In the mid 1970's, the title of the CEO was changed from superintendent to chancellor. The current chancellor, Charles C. Spence, has been in office since 1995.

Table 2.5.2 Terms of Service for College and District Leadership

Presidents of Diablo Valley College

Name	Term
Leland L. Medskar	1950 - 1956
Karl O. Drexel	1956 - 1965
William P. Niland	1965 - 1984
Phyllis W. Peterson	1984 - 1996
Mark G. Edelstein	1996 - Present

District Chancellors

Name	Term
Drummond J. McCunn (Superintendent)	1949 - 1962
George Gordon (Superintendent)	1962 - 1965
Karl O. Drexel (Superintendent)	1965 - 1974
Harry R. Buttimer (Chancellor)	1974 - 1984
John I. Carhart (Chancellor)	1984 - 1991
Robert D. Jensen (Chancellor)	1991 - 1995
Charles C. Spence (Chancellor)	1995 - Present

District Governing Board

Name	Elected Term
David Girard	Dec. 2000 - Dec. 2004
Jess Reyes	Dec. 2000 - Dec. 2004
Sheila A. Grilli	Dec. 2002 - Dec. 2006
David N. MacDiarmid	Dec. 2002 - Dec. 2006
John T. Nejedly	Dec. 2002 - Dec. 2006

Source: Contra Costa Community College District

Administration

Table 2.5.3 Contra Costa Community College District Administration

Name	Title
Charles C. Spence	Chancellor
John Hendrikson	Vice-Chancellor, Finance and Administration
Phyllis Gilliland	Vice Chancellor, Planning and Resource Development
Gregory A. Marvel	Vice Chancellor, Human Resources and Organizational Development
Thomas Beckett	Vice Chancellor, Facilities and Operations
Mojdeh Mehdizadeh	Vice Chancellor, Technology Systems, Planning and Support

Table 2.5.4 Diablo Valley College Administration

Name	Title
Mark Edelstein	President
Alice Murillo	Vice President, Academic Affairs
Diane Scott-Summers	Vice President, Student Services
Terry Shoaff	Vice President, Institutional Advancement
Cheryll LeMay	Executive Dean, San Ramon Valley Campus (Interim)
Ben Seaberry	Executive Dean, Information Technology
Chris Leivas	Director, Business Services
Pamela Hawkins	Senior Dean, Workforce Development
Sandra Holman	Senior Dean, Outreach, Enrollment Services, and Matriculation
Carol Maga	Senior Dean, Transfer and General Education
Terry Armstrong	Dean, Counseling and Support Services
Les Birdsall	Dean, Math and Computer Science (Interim)
Mohamed Eisa	Dean, Planning, Research, and Student Outcomes
Krista Johns	Dean, Business and English
Lynden Krause	Dean, Social Science
Bill Oye	Dean, Student Life
Ann Patterson	Dean, Library and Learning Resources
Rosemary Russo	Dean, Biological Health Science & P.E.
Dennis Smith	Dean, Physical Sciences and Engineering
Katrin Spinetta	Dean, Applied and Fine Arts
Aleks Ilich	District Director, International Education
James Simmons	Senior Director, Foundation
Grant Cooke	Director, Public Relations
George Delfabro	Manager, Food Services
Ozzie Dogan	Manager, Central Services
Alan Fitzgerald	Manager, Business Services, San Ramon Valley Campus
Guy Grace	Manager, Buildings and Grounds
Brenda Jerez	Manager, Financial Aid
Delores McCrary	Manager, Academic/Student Services (EOPS, CARE)
Bill McDonald	Manager, College Bookstore
Paul Nilsen	Senior Manager, Acad/Student Services (Career Ctr, Assessment)
Cam Perrotta	Manager, Custodial Services
Richard Couser	Chief, Police Services
Paul Lee	Lieutenant, Police Services

Source: Contra Costa Community College District

Faculty, Staff, and Management Leadership, 2002-2003

Table 2.5.5 Faculty and Classified Staff Senates, 2002-2003

Faculty Senate Officers

Name	Title and Division
Gay Ostarello	President/Biological Science
George Turner	Vice-President/Physical Science
Bruce Koller (interim)	Corresponding Secretary/Library

Faculty Senate Representatives, 2002-2003

Name	Division
Rory Snyder	Applied/Fine Arts
Rick Gelinas	Biological and Health Science
Robert Eustes	Business
Dorothy Torre	San Ramon Valley Center
Carla Chambers	Counseling (Voting Representative)
Leona Welch	English
Cheryl Wilcox	Math/Computer Science
Theresa Flores-Lowry	Physical Education
Leon Borowski	Physical Science/Engineering
Deya Brashears Hill	Social Science
Marva DeLoach	Library
Ted Wieden	At-Large
Laurie Lema	Staff Development
Deborah Dahl-Shanks	Music (Part-time Faculty)
Mike Chisar	Physical Education (Part-time Faculty)
Marie-Claire Starr	Faculty Senate Secretary

Classified Senate Officers, 2002-2003

Name	Title and College Office
Marianne Martinez	President/Admissions
Sonja Nilsen	Vice-President/Admissions
Sue Rohlicek	Corresponding Secretary/Library

Classified Senate Cluster Representatives, 2002-2003

Name	Cluster	Cluster
Ann Patton	1	AB/LA/FO Buildings and Central Services
Rhonelle Mims-Alford	2	Family Life, Women's Center, Applied & Fine Arts
Beverley Walker	3	Media Services, Library, Computer Services FO ANX, Learning Center
Mary Mathie	4	Science Area
Cathleen Ingersol	5	Counseling, Student Services, Assessment, ET Bldg
Jeanine Vandaveer	6	Admissions, Cashier, ASO, BE 2nd Floor
Open	7	Custodians
Open	8	Maintenance, Physical Education
Open	9	Bookstore, Cafeteria
Simi Zabetian	10	San Ramon Valley Center

Source: Diablo Valley College Faculty and Classified Senates

Faculty, Staff, and Management Leadership, 2002-2003 (Cont.)

CCCCD Management Council Executive Board, 2002-2003

Name	Title
Alan Fitzgerald	**Chairperson (DVC)**
Frank Baratta	**Treasurer (CCCCD)**
Philip Andreini	Member (CCC)
Jorge Cea	Member (LMC)
Bill Dalrymple	Member (CCCCD)
Jackie Flaggs	Member (CCCCD)
Veronica Knott	Member (LMC)
Lynda Lawrence	Member CCC)
Claudia Mendez	Member (DVC)
Carlos Murillo	Member (CCC)
Paul Nilsen	Member (DVC)
Felipe Torres	Member (LMC)

Figure 2.5.1 DVC Organizational Chart (next page)

DVC Degrees and Certificates, 2002-03

Table 2.5.6 DVC Degrees and Certificates, 2002-03

Division/Department	Title of Degree or Certificates	Degrees		Units	Certificate		Other
		Associate of Arts (AA)	Associate of Science (AS)		Achieve-ment	Completion	Licence Courses
Liberal Studies		x		**60+**			
Applied/Fine Arts							
Art/Photography	Multimedia-Basic			15		x	
	Multimedia-Advanced			32 - 33	x		
Foreign Languages							
Humanities/Philosophy							
Music	Music Industry Studies			16		x	
Performing Arts	Broadcast Communications			29.5	x		
Biological and Health Sciences							
Biological Sciences	Horticulture-Basic			28	x		
	Horticulture-Landscape Construction			28	x		
	Horticulture-Landscape Design			33 - 34	x		
	Horticulture-Landscape Maintenance			37	x		
	Respiratory Therapy			85 - 91	x		
Dental Assisting	Dental Assisting			40.5	x		
Dental Hygiene	Dental Hygiene			87	x		
Dental Technology	Dental Laboratory Technology			18 - 20	x		
Health Science	Alcohol and Drug Studies			42	x		
Business							
Accounting/Information Management	Business-Accounting			27.5	x		
	Business-Office Professional			29 - 32	x		
Business Administration/Real Estate	Business-Real Estate			24	x		
	Business-Real Estate Sales Person's License			9			x
	Business-Real Estate Broker's License			24			x
	Business-Retailing			27	x		
	Business-Small Business Management			27	x		
	Management Studies			28 - 29	x		
Hotel/Restaurant Management	Baking/Pastry			41	x		
	Culinary Arts			51	x		
	Restaurant Management			49	x		
	Hotel Administration			34	x		

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Division/Department	Title of Degree or Certificates	Degrees		Units	Certificate		Other
		Associate of Arts (AA)	Associate of Science (AS)		Achieve-ment	Completion	Licence Courses
Counseling/Library							
Counseling							
Library	Library and Information Technology			19	x		
English							
English							
Journalism							
Mathematics/Computer Science							
Computer Science	Computer Science		x	60+			
	Computer Technical Support		x	60+			
	Computer Technical Support			29.5 - 30.5	x		
	Computer Technical Support			14		x	
	Computer and Information Science			33.5 - 35	x		
	Microcomputer Software Support			29	x		
	Microsoft Windows Design Specialist			8		x	
	Microsoft Windows SQL database specialist			8		x	
	Network Technical Assistant			15 - 17		x	
Mathematics							
Physical Education							
Physical Education							
Physical Science/Engineering							
Architecture/Engineering	Architecture Technology			53 - 54	x		
	Construction and Building Inspection			32	x		
	Construction Management			37	x		
	Construction-Supervision and Superintendency			28	x		
	Engineering Technology- Civil Drafting			40 - 44	x		
	Engineering Technology-Mechanical Drafting			38 - 39	x		
	Engineering Technology-General Drafting			42 - 45	x		
	Engineering Technology-Materials Testing			47 - 78	x		
	Engineering Technology-Surveying			45	x		
Chemistry							
Electronics	Electronics Technology			20	x		
Machine Technology	Machine Technology			40 - 41	x		
Physical Science							

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Division/Department	Title of Degree or Certificates	Degrees		Units	Certificate		Other
		Associate of Arts (AA)	Associate of Science (AS)		Achievement	Completion	Licence Courses
SRVC							
Letters/Sciences							
CIS							
Social Science							
Administration of Justice	Administration of Justice			58 - 60	x		
Family Life Education	Early Childhood Education-Basic			26	x		
	Early Childhood Education-Associate Teacher			12		x	
	Early Childhood Education-Teacher			42	x		
	Early Childhood Education-Master Teacher			50 - 51	x		
	Early Childhood Education-Site Supervisor			59 - 60	x		
	Early Childhood Education-Family Day Care Provider			20	x		
Social Science	Women's Services			24	x		
Total		**1**	**2**		**43**	**7**	**2**

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6. Accreditation

Accreditation, as a system of voluntary, non-governmental self-regulation, is unique to the American educational institutions. It is a system by which an institution evaluates itself in accordance with standards of good practice. It is a process by which educational institutions provide students and the public with assurance of institutional integrity, quality, and effectiveness. Accreditation is a journey designed to encourage continuous quality improvement. The heart of the accreditation process is the completion of a rigorous self-study during which an institution evaluates itself in terms of its stated purpose. A comprehensive self-study is required of all California Community Colleges every six years following initial accreditation. The self-study is followed by an on-site evaluation of programs and services. In brief, the primary purpose of accreditation is to strengthen institutions through self-study, peer evaluation, and appropriate follow-up.

There are two types of accreditation: accreditation of the total institution through ***regional*** associations and accreditation of individual programs through ***national*** professional organizations.

Regional Accreditation

Regional accreditation began at the end of the 19th century and arose from a desire on the part of educational institutions to establish standards of quality. The Western Association is the newest of the six regional accrediting associations. It was formed in 1962 by the consolidation of several accrediting agencies. The Western Association serves institutions of California, Hawaii, the Pacific, and East Asia. The accrediting activities of WASC are conducted by three commissions:

- Accrediting Commission for schools (elementary, secondary, and adult schools)
- Accrediting Commission for Community and Junior Colleges (associate degree granting institutions)
- Accrediting Commission for Senior Colleges and Universities (baccalaureate and graduate degree granting institutions)

Other regional accreditation associations in the U.S. include:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools

DVC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). DVC's accreditation has been continuously reaffirmed since 1952. The last reaffirmation took place in 2002, and the next will be in 2008.

Program Accreditation

There are numerous national professional accrediting agencies that accredit specialized programs within higher education institutions. At Diablo Valley College, there are four programs which are currently accredited by such organizations:

- Dental Assisting program
- Dental Hygiene program
- Respiratory Therapy program
- Hotel and Restaurant Management—Culinary Arts

The two dental programs are accredited by the Commission on Dental Accreditation of the American Dental Association and by the United States Department of Education. Furthermore, the Dental Hygiene program is approved by the California State Board of Dental Examiners.

The Respiratory Therapy program is approved by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This is a joint program with Ohlone College in which students take their general education courses at DVC, take their laboratory and clinical courses at Ohlone College, and undergo supervised clinical practice at local hospitals.

The certificate program in culinary arts is accredited by the American Culinary Federation Educational Institute, a national organization of professional chefs.

In addition to the national professional accreditation, two academic programs also meet the state requirements for certification, including:

- Alcohol and Drug Studies
- Early Childhood Education

The alcohol and drug studies program meets the academic and training requirements of the California Association of Alcohol and Drug Abuse Counselors (CAADAC), the California Association for Alcohol/Drug Educators Statewide Certification Task Force (CAADE) and the National Birch-Davis standards.

The early childhood education basic program meets the requirements of the California State Department of Social Services, Community Care Licensing, Title 22, Division 12. The early childhood education certificates meet the child development requirements for the Associate Teacher, Teacher, Master Teacher, and Site Supervisor levels of the child development permit matrix issued by the State of California Commission of Teacher Preparation.

7. Internal Environment: Summary and Implications

California has a well-established community college system that has served the state for over 80 years. The system educates almost seven out of every ten students enrolled in public colleges and universities. Program offerings are intended to meet the educational needs of the community, including preparation for transfer to four-year institutions, general education for the first two years of college studies, occupational programs to develop and enhance the workforce, pre-collegiate preparation in basic skills, courses for lifelong learning, and economic development of the community.

Community college education in Contra Costa County began in the late 1940's with the establishment of Diablo Valley College. The college has served the community well with an enrollment in excess of 23,000 students each semester in recent years. Furthermore, the college has distinguished itself over the years as a premier transfer institution in the state. Its proximity to the University of California at Berkeley allowed the college to consistently hold a high ranking in terms of transfers to Berkeley.

The college has a well-established mission and philosophy that are deeply rooted in the missions and philosophies of the community college movement in California. The college's mission and philosophy statement have not been re-visited since the mid-1990's. With the ever-changing environment of higher education, it may be prudent to re-examine these statements to enhance their clarity and re-establish a community social contract. Furthermore, the college has almost reached most of its strategic directions that were established more than five years ago. The re-examination of the college's philosophy and mission would undoubtedly trigger a re-visit to the college's strategic directions.

Despite the current financial difficulties in the state of California, DVC and the state's other community colleges remain vibrant and will continue to serve the community well for many years to come.

Enrollment Patterns

Enrollment Trends

Service Area High Schools

Impact of Population Change on Enrollment

Summary and Implications

Section III: Enrollment Patterns

1. Enrollment Trends

This section includes information about enrollment trends at California Community Colleges, Contra Costa Community College District, and Diablo Valley College. In addition, DVC enrollment data are broken down by demographic variables and also by divisions and departments. Also found within this section are enrollment trends from service area high schools. The tables and figures are drawn from several sources, including: Data Mart, California Community Colleges Chancellor's Office; Datatel, Contra Costa Community College District; U.S. Census 2000; and information obtained directly from high schools in the college service area.

Enrollment data may be measured in several ways, including head count, seat count, and full-time equivalent students (FTES). Headcount is an unduplicated count of students, where each students is counted only once, regardless of the course load. Seat count, on the other hand, is based upon course enrollment, which will result in a duplicate count of students. For example, if a student enrolls in five classes, the head count would be one, while the seat count would be five.

Full-time equivalent students (FTES) is the number of students who would have enrolled in what is equivalent to a full-time load of 15 contact hours per week for two semesters. On an annualized basis, one FTES is equivalent to 15 contact hours per week for 17.5 weeks in two semesters. In other words, one FTES equals 525 contact hours annually. For example, if 100 students enrolled in 12 contact hours per week for two terms, the FTES would be equal to 80 [(100*12*17.5*2)/525]. On the other hand, if 100 students enrolled in 6 contact hours per week for one term, the FTES would be equal to 20 [(100*6*17.5*1)/525].

Some of the tables and figures give detailed enrollment numbers for fall, spring, and summer sessions. In other cases, the data are collapsed into academic years.

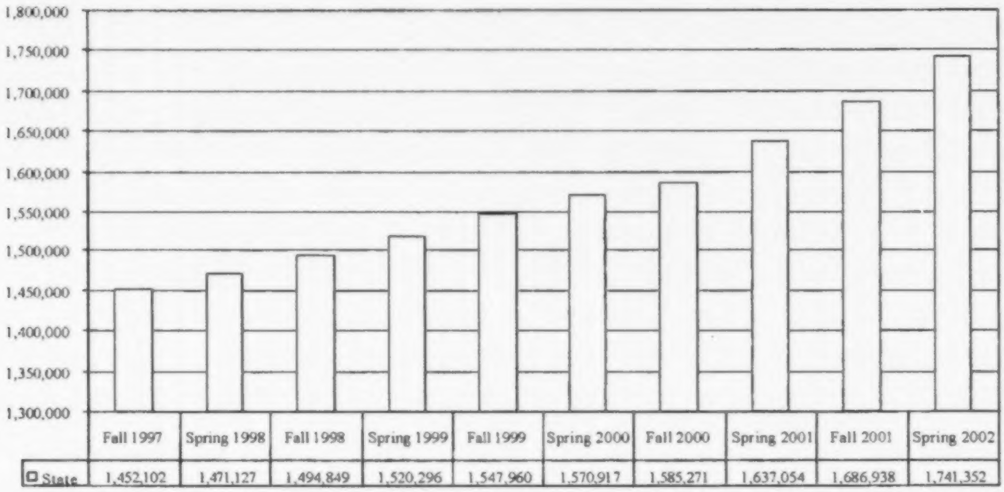
The presentation in this section consists of four major parts as follows:

- Overall enrollment trends (head count, seat count and FTES)
- Enrollment by divisions and departments (seat count)
- Enrollment by demographic variables (gender, age, and ethnicity)
- Enrollment by other variables (day/evening, status, unit load, educational goals, and zip codes)

Overall Trends

The following five figures present information on enrollment trends for the state's community colleges, the Contra Costa Community College District, and for DVC as a whole. These trends are presented for a period of five years. Headcount enrollment is used for the state, district, and college. In addition, seat count and FTES enrollments are also used to measure enrollment trends at the college.

Figure 3.1.1 Head Count Enrollment for California Community Colleges, Fall 1997 to Spring 2002

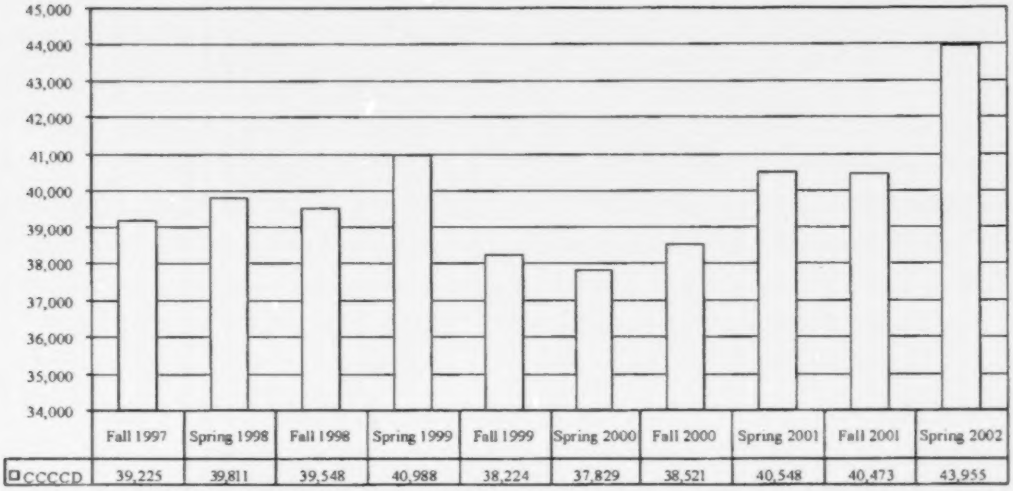


	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002
☐ State	1,452,102	1,471,127	1,494,849	1,520,296	1,547,960	1,570,917	1,585,271	1,637,054	1,686,938	1,741,352

Source: California Chancellor's Office MIS Data Mart as of June 10, 2003

Comments: Head count enrollments for the 108 publicly-supported community colleges in California are shown for the fall and spring terms over the past five years. Using fall 1997 as a base semester equal to 100%, head count enrollment in spring 2002 increased to 120% of what the number was five years ago (i.e., a growth of 20%). The main conclusion is that enrollment at the state community colleges grew steadily at an average annual rate of 4.0% in the past five years.

Figure 3.1.2 Head Count Enrollment for the Contra Costa Community College District, Fall 1997 to Spring 2002

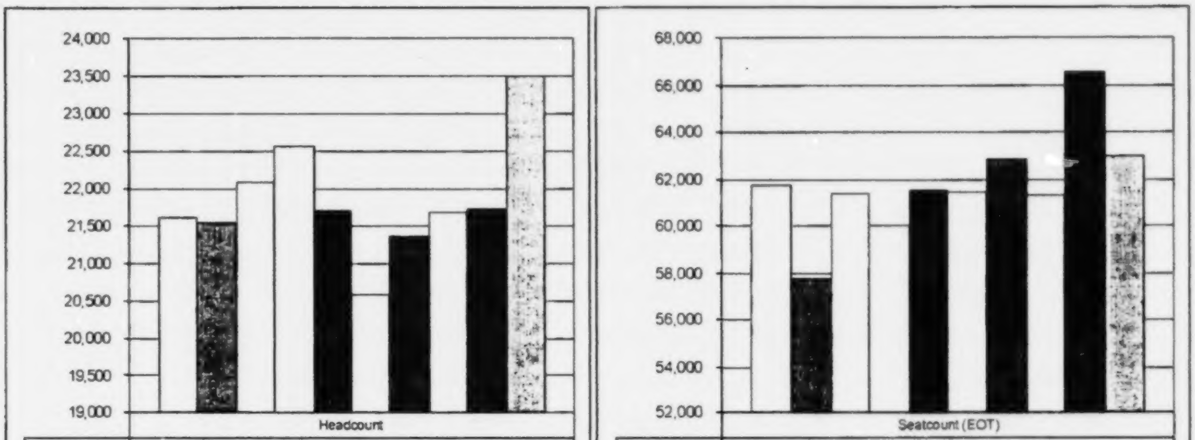


	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002
□ CCCCD	39,225	39,811	39,548	40,988	38,224	37,829	38,521	40,548	40,473	43,955

Source: California Chancellor's Office MIS Data Mart as of June 10, 2003

Comments: Headcount enrollments for the three community colleges in the Contra Costa Community College District (CCCCD) are shown for the fall and spring terms over the past five years. Using fall 1997 as a base semester equal to 100%, head count enrollment in spring 2002 increased to 112% of the base term (i.e., a growth of 12%). In effect, enrollment at the CCCCD grew steadily at an average annual rate of 2.4% over the past five years. The enrollment growth at CCCCD lagged behind that of all community colleges in California by 8% for the past five years.

Figure 3.1.3 Head Count and Seat Count at DVC, Fall 1997 to Spring 2002



	Headcount	Seatcount (EOT)
☐ Fall 1997	21,608	61,741
■ Spring 1998	21,551	57,723
☐ Fall 1998	22,094	61,359
☐ Spring 1999	22,569	59,984
■ Fall 1999	21,694	61,493
☐ Spring 2000	20,593	61,475
■ Fall 2000	21,365	62,862
☐ Spring 2001	21,689	61,345
■ Fall 2001	21,737	66,520
▨ Spring 2002	23,510	62,971

Source: California Chancellor's Office MIS Data Mart as of June 10, 2003; CCCCD Datatel

Note: Both head and seat counts are end of term numbers.

Comments: Both head count and seat count enrollments are shown for fall and spring terms over the past five years. Using fall 1997 as a base semester equal to 100%, head count enrollment in spring 2002 increased to 108.8% of what the number was five years ago (i.e., a growth of 8.8%). Similarly, seat count enrollments have grown to 102% of the number five years ago. Seat count enrollment for fall 2001indicates a relatively higher rate of growth (7.7%) than that of spring 2002.

Dividing the seat count (course enrollment) by the corresponding head count gives the average number of courses taken per student. For the past five years, that average stood at 2.83 courses or approximately three courses per student. For the most part, that average is higher during the fall term compared to that of the spring term.

The major observation regarding Figure 3.1.3 is that DVC has experienced a modest level of growth in headcount over the past five years. However, such growth (8.8%) was relatively slower than that of CCCCD (12%) and the state's community colleges (20%). Seat count enrollment also moved at a slower rate, while the average number of courses taken by students fluctuated between 2.66 courses in spring 1999 and 3.06 courses in fall 2001.

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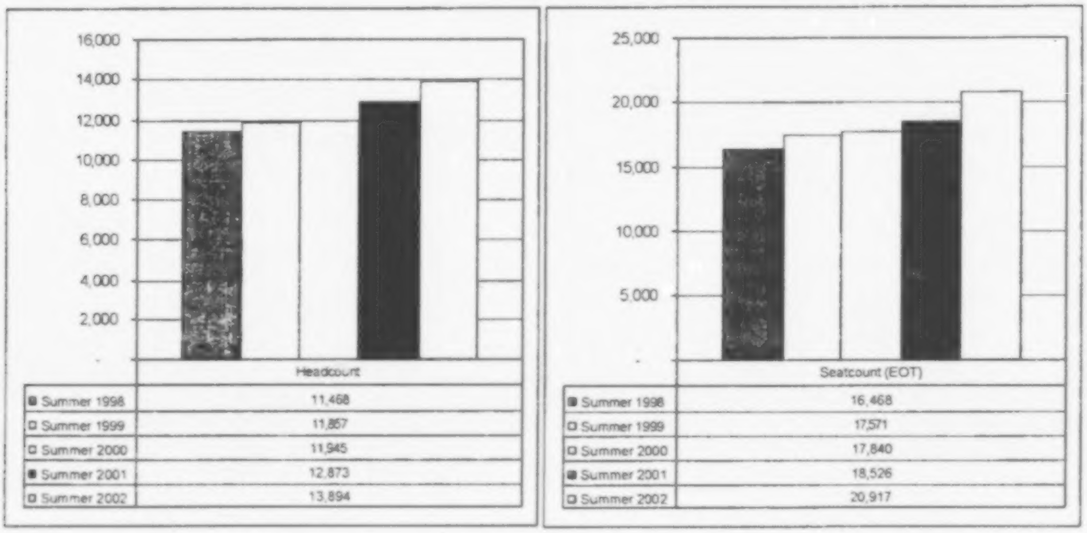
Figure 3.1.4 Summer Head Count and Course Enrollment at Diablo Valley College, 1998 to 2002



	Headcount
■ Summer 1998	11,468
□ Summer 1999	11,857
□ Summer 2000	11,945
■ Summer 2001	12,873
□ Summer 2002	13,894

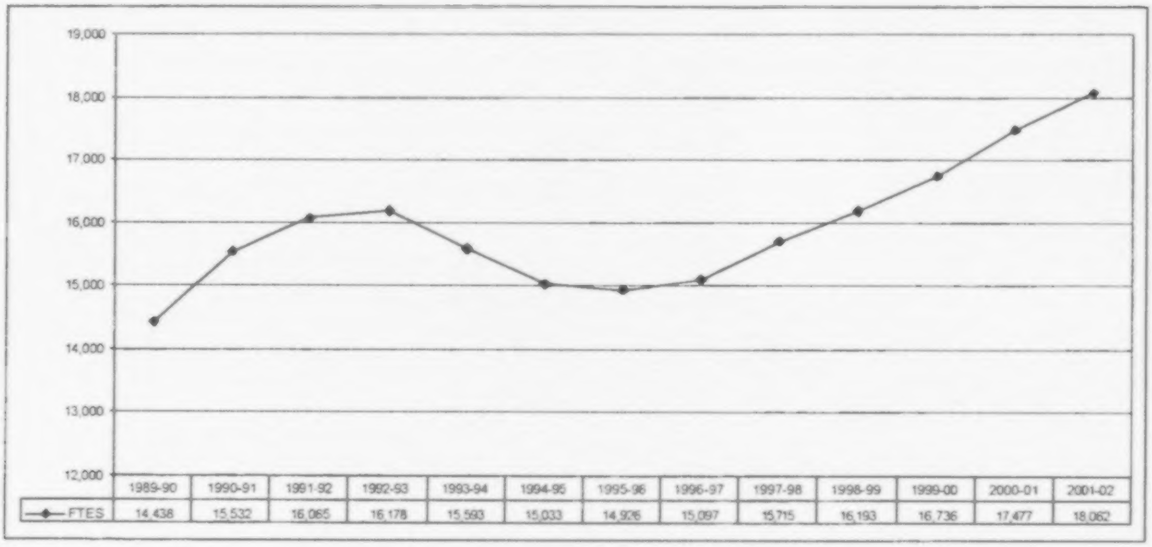
	Seatcount (EOT)
■ Summer 1998	16,468
□ Summer 1999	17,571
□ Summer 2000	17,840
■ Summer 2001	18,526
□ Summer 2002	20,917

Source: California Chancellor's Office MIS Data Mart as of June 10, 2003; CCCCD Datatel

Note: Both head and seat counts are end of term numbers.

Comments: Both head count and course enrollment are shown for the summer sessions over the past five years. Using summer 1998 as a base term equal to 100%, head count enrollment in summer 2001 increased to 121.2% of what the number was five years ago (i.e., a growth of 15.8%). Similarly, seat count enrollments have grown to 127.0% of the number five years ago. The growth rates for DVC head count enrollment in the summer sessions are more than twice as much as the growth rates for the fall and spring terms. Similarly, the growth in seat count for the summer was much faster than that of regular terms (27% for the summer vs. 2% for regular terms).

Figure 3.1.5 Full-Time Equivalent Students (FTES) at DVC, 1989-90 to 2001-02



	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
—◆— FTES	14,438	15,532	16,065	16,178	15,593	15,033	14,926	15,097	15,715	16,193	16,736	17,477	18,062

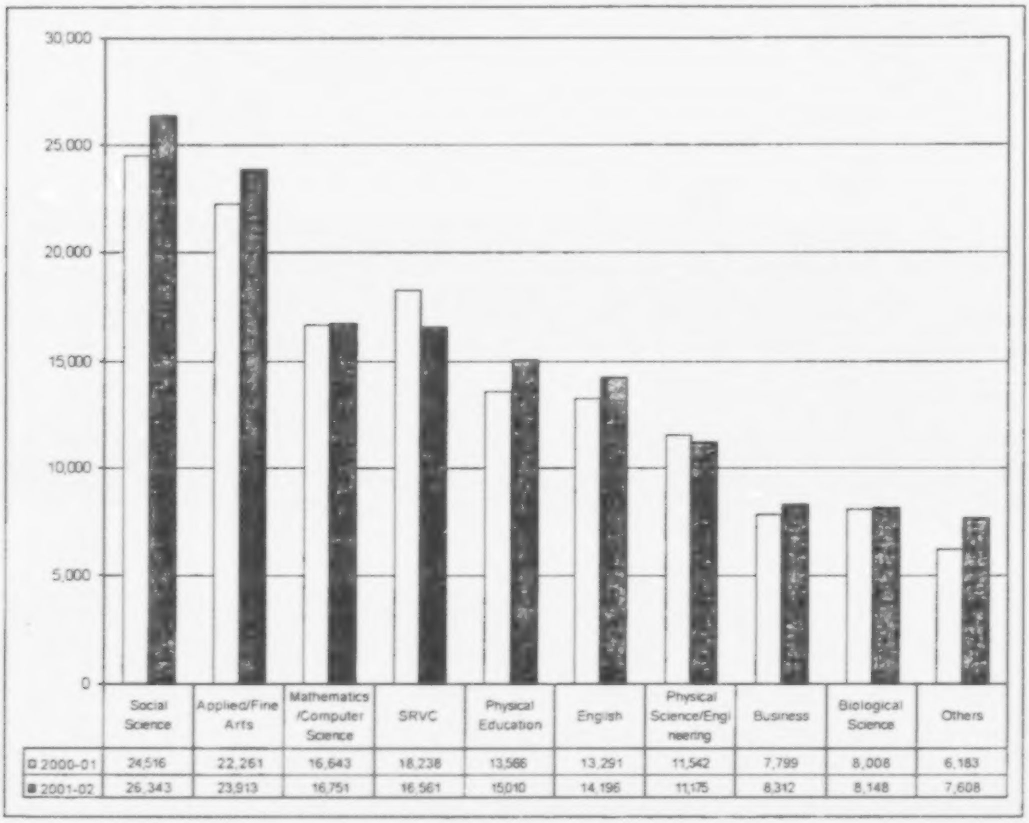
Source: CCCCD Accounting Office

Comments: FTES enrollments are shown for 13 full academic years (summer, fall, and spring). Using 1989-90 as a base year, FTES in 2001-02 increased to 125% of what the number was 13 years ago (i.e., a growth of 25%). However, FTES enrollment declined over a period of two years in the mid-1990s (1993-94 to 1996-97) due to increased tuition. Following this temporary decline, FTES enrollment has steadily increased. The average growth for the entire period of 13 years was a modest 2% annually. Undoubtedly, the strong growth in summer school enrollment has contributed to the overall growth in FTES.

Enrollment by Divisions and Departments

The following two figures present seat count enrollment by divisions and departments at DVC for a period of two full academic years.

Figure 3.1.6 DVC Course Enrollment by Division, 2000-01 to 2001-02



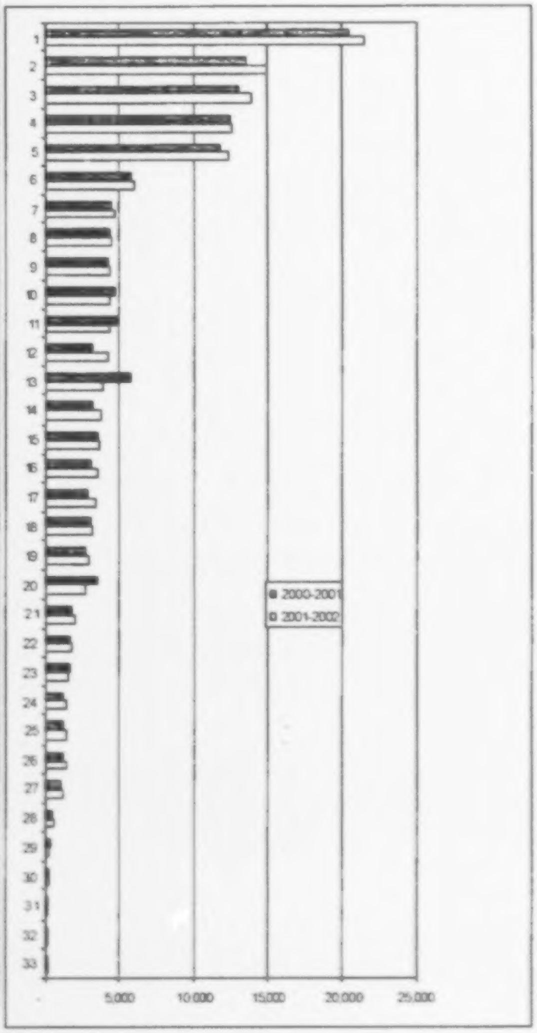
	Social Science	Applied/Fine Arts	Mathematics /Computer Science	SRVC	Physical Education	English	Physical Science/Engineering	Business	Biological Science	Others
□ 2000-01	24,516	22,261	16,643	18,238	13,566	13,291	11,542	7,799	8,008	6,183
■ 2001-02	26,343	23,913	16,751	16,561	15,010	14,196	11,175	8,312	8,148	7,608

Source: Datatel

Comments: Course enrollments by division are shown for two full academic years (summer, fall, and spring). In addition to the nine academic divisions (including SRVC), course enrollments in Counseling, Career Development, and the Library were grouped together under "Others". On the average, course enrollment growth for the college was 4.2%. Six divisions grew at a rate that exceeded that of the college, two divisions grew at a reduced rate (Mathematics/Computer Sciences and Biological Sciences), and two divisions declined in course enrollment count (SRVC and Physical Sciences/Engineering).

Figure 3.1.7 DVC Course Enrollment by Department, 2000-01 to 2001-02

Rank	Department	2000-2001	2001-2002	Change	% Change
1	Social Science	20,415	21,517	1,102	5.4%
2	Physical Education	13,566	15,010	1,444	10.6%
3	English	13,097	13,965	868	6.6%
4	SRVC Letters Science	12,502	12,628	126	1.0%
5	Mathematics	11,753	12,348	595	5.1%
6	Performing Arts	5,769	6,038	269	4.7%
7	Hum & Philosophy	4,482	4,762	280	6.2%
8	Biological Science	4,410	4,446	36	0.8%
9	Physical Science	4,257	4,436	179	4.2%
10	Music	4,665	4,432	-233	-5.0%
11	Computer Science	4,890	4,403	-487	-10.0%
12	Counseling	3,103	4,275	1,172	37.8%
13	SRVC/CIS	5,736	3,933	-1,803	-31.4%
14	Art & Photo	3,199	3,752	553	17.3%
15	Acctg/Info Mgmt	3,551	3,663	112	3.2%
16	Foreign Language	3,007	3,536	529	17.6%
17	Family Life Education	2,887	3,411	524	18.2%
18	Bus Admin/Real Estate	3,008	3,220	212	7.0%
19	Health Science	2,784	2,957	173	6.2%
20	Electronics	3,572	2,761	-811	-22.7%
21	Arch/Engr	1,819	1,997	178	9.8%
22	Chemistry	1,747	1,811	64	3.7%
23	Career Devlopment	1,597	1,527	-70	-4.4%
24	Hotel/Rest Mgmt	1,240	1,429	189	15.2%
25	Admin of Justice	1,214	1,415	201	16.6%
26	Multimedia	1,139	1,393	254	22.3%
27	Apprenticeship	1,005	1,257	252	25.1%
28	Library	478	549	71	14.9%
29	Dental Hygiene	418	313	-105	-25.1%
30	Dental Assisting	246	261	15	6.1%
31	Journalism	194	231	37	19.1%
32	Dental Technology	150	171	21	14.0%
33	Mech Tech	147	170	23	15.6%
	Total	**142,047**	**148,017**	**5,970**	4.2%



Source: Datatel

Comments: The above data reflect two full academic years (summer, fall, and spring). The five largest departments (Social Science, Physical Education, English, SRVC Letters/Science, and Mathematics) account for more than 50% of the total seat count at DVC. Conversely, the five smallest departments (Mechanical Technology, Dental Technology, Journalism, Dental Assisting, and Dental Hygiene) account for less than 1% of the total seat count for the college. In terms of growth between 2000-01 and 2001-02, DVC's course enrollment grew by almost 6,000 seats or 4.2%. The majority of departments enjoyed an above average enrollment growth, especially Counseling, Multimedia, and Apprenticeship. However, three departments experienced a sharp decline in student enrollment: CIS, Computer Science, and Electronics. This decline has been impacted heavily by the shrinking "dot-com" industry in the Silicon Valley and in the Bay Area. In summary, the college should evaluate its course offerings in light of the changing market conditions. Furthermore, the effectiveness and viability of the smaller departments should be assessed carefully.

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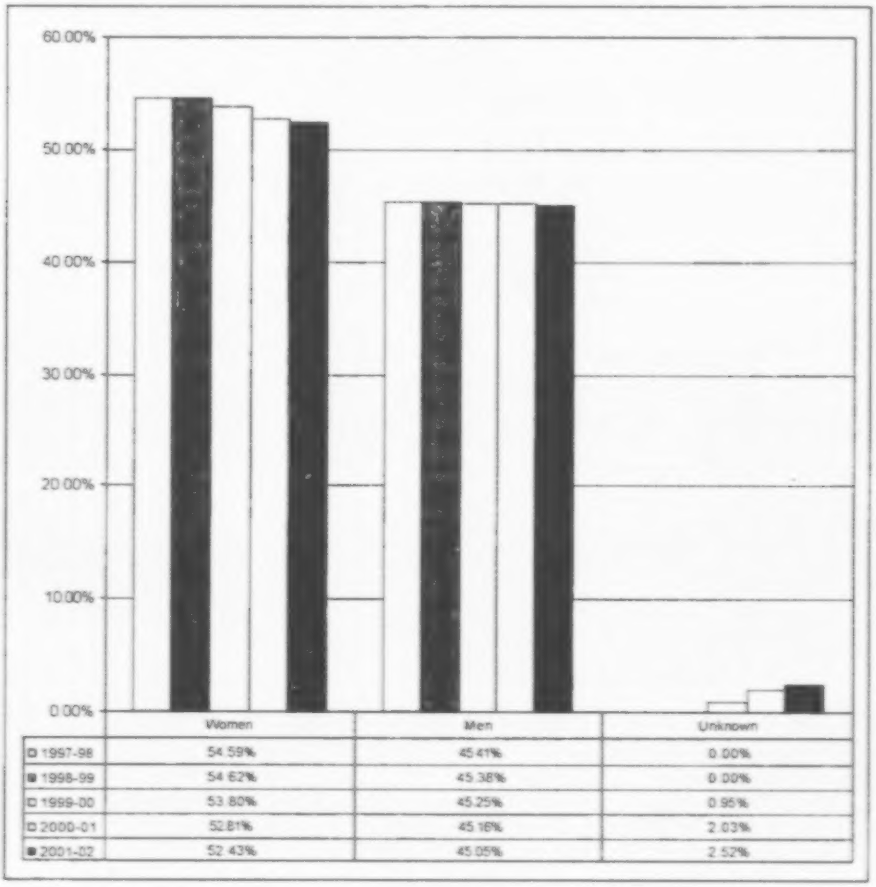
Enrollment by Demographic Variables

The following four figures present enrollment trends by demographic variables over a period of five years. Data presented in these figures represent the combined total for fall and spring terms of each year. All percentages are based on enrollment head count. The variables used in this section include gender, age, and ethnicity.

Figure 3.1.8 DVC Percent Enrollment by Gender, 1997-98 to 2001-02

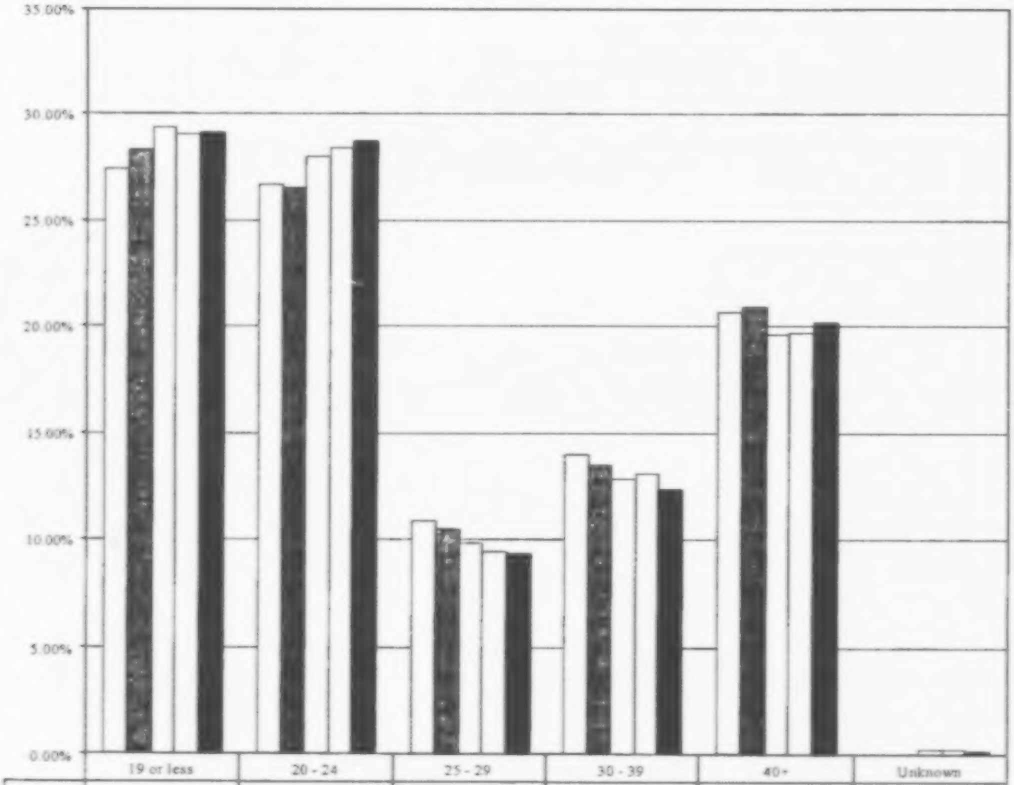


	Women	Men	Unknown
□ 1997-98	54.59%	45.41%	0.00%
■ 1998-99	54.62%	45.38%	0.00%
□ 1999-00	53.80%	45.25%	0.95%
□ 2000-01	52.81%	45.16%	2.03%
■ 2001-02	52.43%	45.05%	2.52%

Source: California Chancellor's Office MIS Data Mart

Comments: Female students have typically outnumbered male students; and this trend continues. However, the percentage of women has been declining during the past three years, while the percentage of students with unknown gender has increased steadily.

Figure 3.1.9 DVC Percent Enrollment by Age, 1997-98 to 2001-02

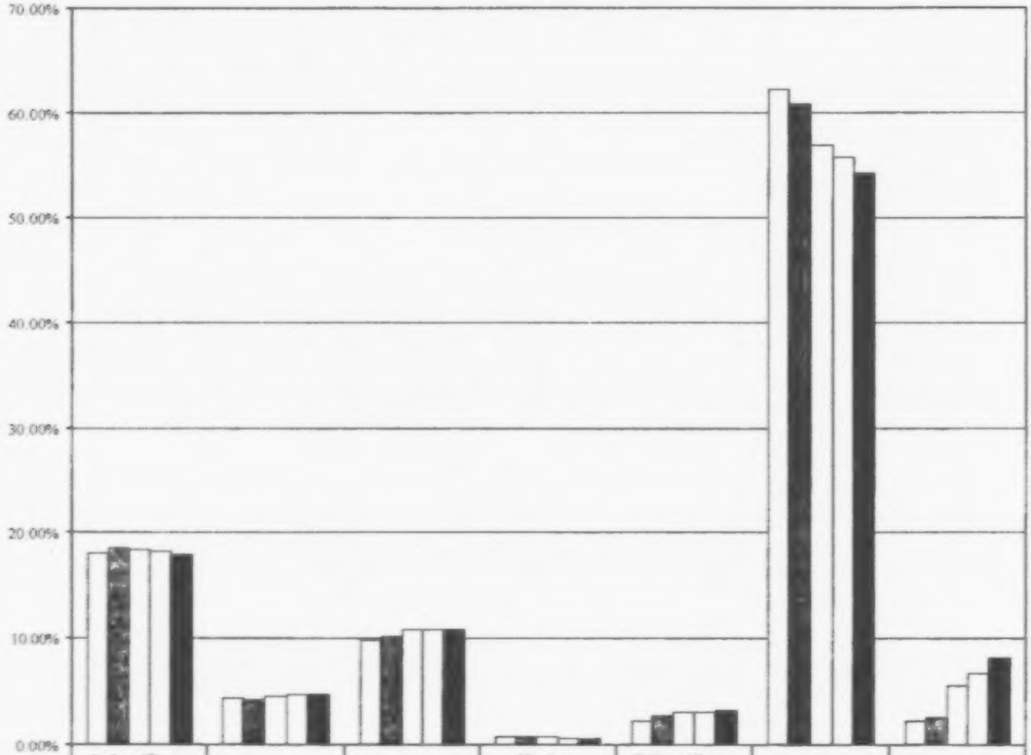


	19 or less	20 - 24	25 - 29	30 - 39	40+	Unknown
□ 1997-98	27.46%	26.74%	10.98%	14.05%	20.77%	0.00%
■ 1998-99	28.33%	26.57%	10.58%	13.53%	20.99%	0.00%
□ 1999-00	29.38%	27.97%	9.84%	12.87%	19.66%	0.28%
□ 2000-01	29.10%	28.36%	9.42%	13.16%	19.73%	0.22%
■ 2001-02	29.17%	28.75%	9.35%	12.38%	20.16%	0.19%

Source: California Chancellor's Office MIS Data Mart

Comments: Over the past five years, the percentages of students at the age of 24 years or less have been rising steadily, while the other age groups (25 years and older) have declined. In effect, younger students below the age of 25 years constitute the dominant age group (58% in 2001-02) at DVC. The conclusion that may be drawn from these data is that a larger number and percentage of high school graduates are enrolling at DVC as a first step toward transferring to four-year institutions or toward earning an AA degree or certificate.

Figure 3.1.10 DVC Percent Enrollment by Ethnicity, 1997-98 to 2001-02

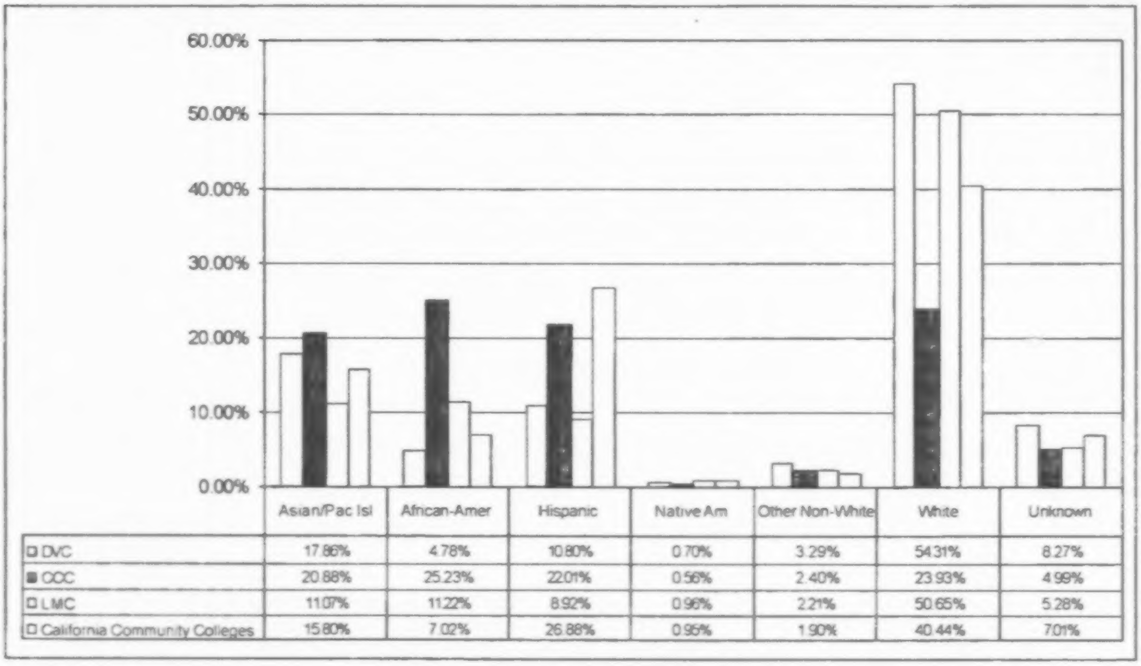


	Asian/Pac. Isl.	Af. American	Hispanic	Native American	Other Non-White	White	Uknown
☐ 1997-98	18.10%	4.36%	9.85%	0.81%	2.22%	62.30%	2.36%
▨ 1998-99	18.46%	4.31%	10.24%	0.76%	2.74%	60.86%	2.63%
☐ 1999-00	18.37%	4.61%	10.76%	0.77%	3.04%	56.92%	5.54%
☐ 2000-01	18.12%	4.70%	10.75%	0.71%	3.19%	55.82%	6.72%
■ 2001-02	17.86%	4.78%	10.80%	0.70%	3.29%	54.31%	8.27%

Source: California Chancellor's Office MIS Data Mart

Comments: The ethnic composition of students at Diablo Valley College has changed significantly during the past five years. The percentage of White students declined steadily from 62.3% in 1997-98 to 54.3% in 2001-02. In the meantime, there has been an increase in the percentage of Hispanics (from 9.9% to 10.8%), African Americans (from 4.4% to 4.8%), other non-whites (from 2.2% to 3.3%) and the Unknown category (from 2.4% to 8.3%). The remaining two ethnic groups (Asian/Pacific Islanders and Native Americans) declined slightly during the same period. The increase in the Unknown category is a reflection of California's melting pot in which an ever-increasing number of students have multiple ethnic backgrounds. The main conclusion to be drawn from the data is that the "faces of the future" at DVC will be quite different from those of the past.

Figure 3.1.11 Ethnic Distribution of Students in Contra Costa Community College District and All California Community Colleges, 2001-02.



	Asian/Pac Isl	African-Amer	Hispanic	Native Am	Other Non-White	White	Unknown
☐ DVC	17.86%	4.78%	10.80%	0.70%	3.29%	54.31%	8.27%
■ CCC	20.88%	25.23%	22.01%	0.56%	2.40%	23.93%	4.99%
☐ LMC	11.07%	11.22%	8.92%	0.96%	2.21%	50.65%	5.28%
☐ California Community Colleges	15.80%	7.02%	26.88%	0.95%	1.90%	40.44%	7.01%

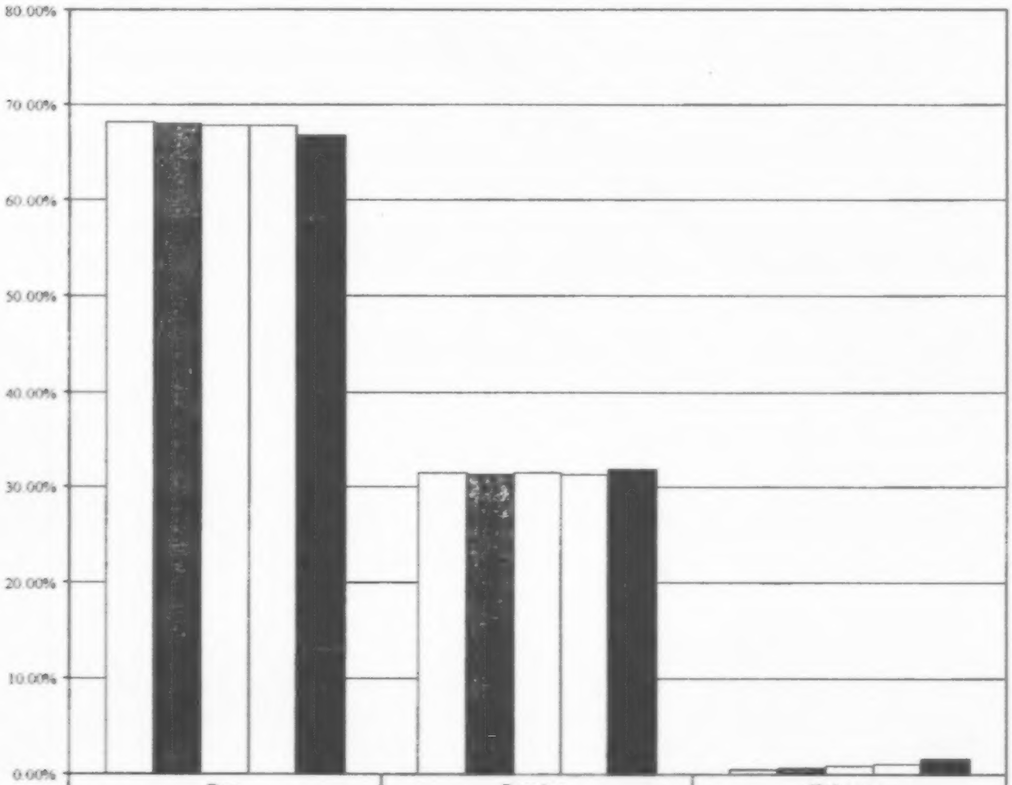
Source: California Chancellor's Office MIS Data Mart

Comments: Comparison of the ethnic distribution of students at DVC with that of the other two colleges in the district and with that of all California community colleges indicates some marked differences. The largest percentage of Asians are located at CCC and DVC (21% and 18%). Hispanics represent the second largest ethnic group in the California community colleges (27%) and the third largest group at CCC (22%). Whites represent the majority of students at DVC (54%) and at LMC (51%), but only 40% in the state community colleges and 24% at CCC. The conclusion to be drawn from these data is that each college in the district mirrors the population demographics of its community. The general trend in the future points toward fewer White students and more students from other ethnic groups.

Enrollment by Other Variables

The following five figures present information relative to enrollment trends by several variables. All percentages are based on enrollment head count. The variables used in this section include day/evening status, enrollment status (first-time, continuing, etc.), unit load, educational goals and enrollment by zip codes.

Figure 3.1.12 DVC Enrollment by Day-Evening Status, 1997-98 to 2001-02

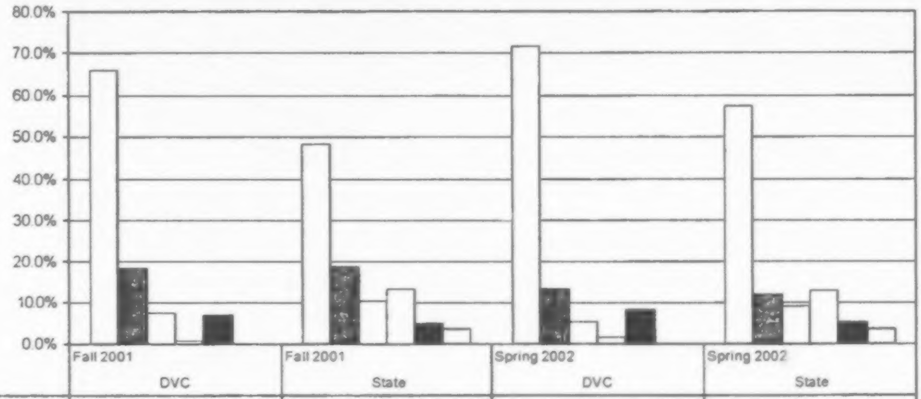


	Day	Evening	Unknown
□ 1997-98	68.12%	31.35%	0.52%
■ 1998-99	67.94%	31.25%	0.81%
□ 1999-00	67.77%	31.33%	0.90%
□ 2000-01	67.83%	31.11%	1.05%
■ 2001-02	66.67%	31.78%	1.54%

Source: California Chancellor's Office MIS Data Mart

Comments: Day students constitute two-thirds of the students at DVC, while evening students represent only one-third. This proportion remained stable over the past five years.

Figure 3.1.13 DVC Enrollment by Enrollment Status, 2001-02



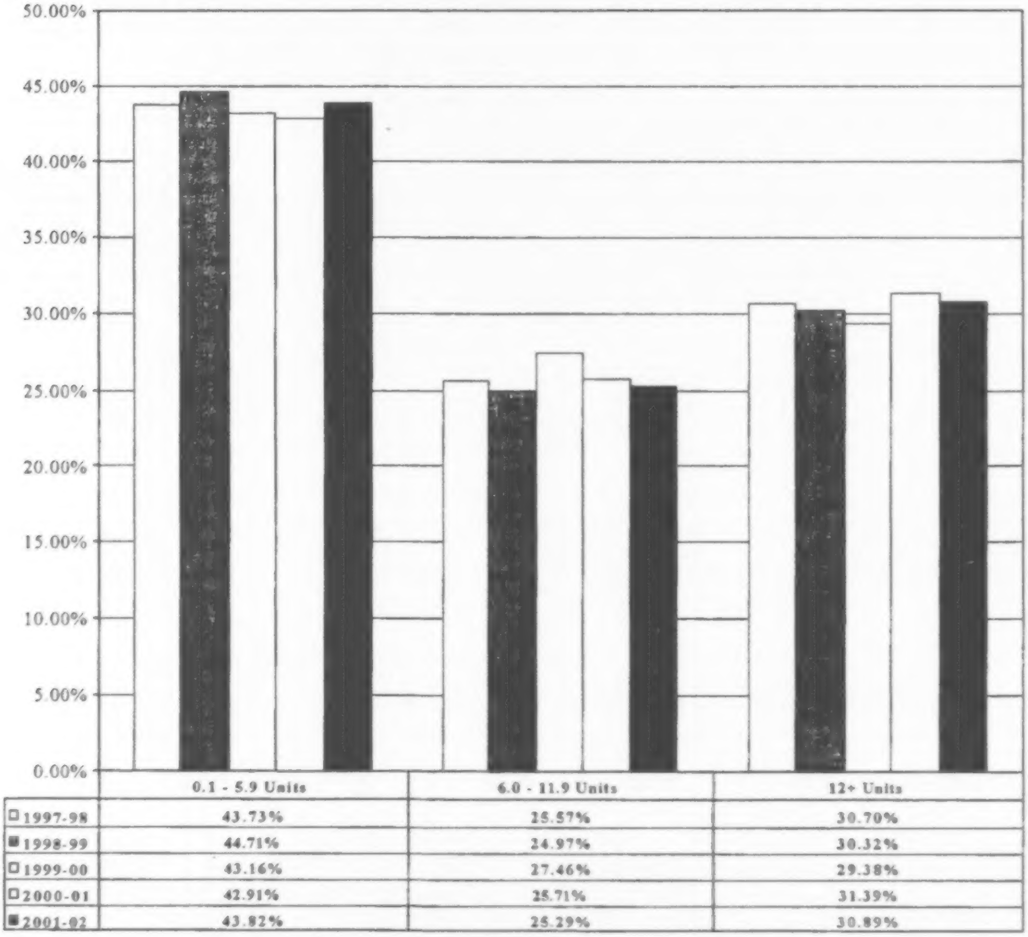
	Fall 2001	Fall 2001	Spring 2002	Spring 2002
	DVC	State	DVC	State
☐ Continuing Student	66.3%	48.5%	71.8%	57.3%
■ First-time Student	18.5%	18.7%	13.1%	11.8%
☐ First-time Transfer	7.4%	10.3%	5.2%	8.9%
☐ Returning Student	0.9%	13.6%	1.6%	12.8%
■ Not Applicable	7.0%	5.1%	8.3%	5.4%
☐ Uncollcted/Unreported	0.0%	3.8%	0.0%	3.8%

Source: California Chancellor's Office MIS Data Mart

Comments: Figure 3.1.13 presents the comparable data for the fall and spring terms of only one year, 2001-02. Data integrity has been an issue since the implementation of new administrative software in 1999. To enhance the ability to judge the validity of the DVC data, comparable numbers for the state's community colleges are presented. Several observations may be made.

- The largest group of students at DVC is the continuing students. This group accounted for 66% of all students in fall 2001 and 72% in spring 2002. The comparable figures for the state were 49% and 57%, respectively. The number and percentage of these students is usually higher in the spring term, compared to the fall term.
- First-time students constitute the second largest group at DVC, with 19% in fall 2001 and 13% in spring 2002. The comparable percentages for the state's community colleges were 19% and 12%, respectively. The number and percentage of this group is usually lower in the spring, compared to the fall. Most of the high school graduates start their college careers in the fall term.
- First-time transfer students represent 7% of total DVC students in fall 2001 and 5% in spring 2002. The comparable percentages for the state were 10% and 9%, respectively. The percentages for returning students at DVC are relatively low (at 1% to 2%), compared to those of the state's community colleges (approximately 13%). Apparently DVC is not receiving a fair share of the first-time transfer and the returning students, compared to other community colleges in the state. Marketing and recruitment efforts may be directed toward attracting a larger share of these two groups.
- Data integrity for enrollment status has improved since the inception of Datatel in 1999. As Admissions input becomes more sophisticated during registration, DVC's relative percentages of enrollment statuses may become more truly representative.

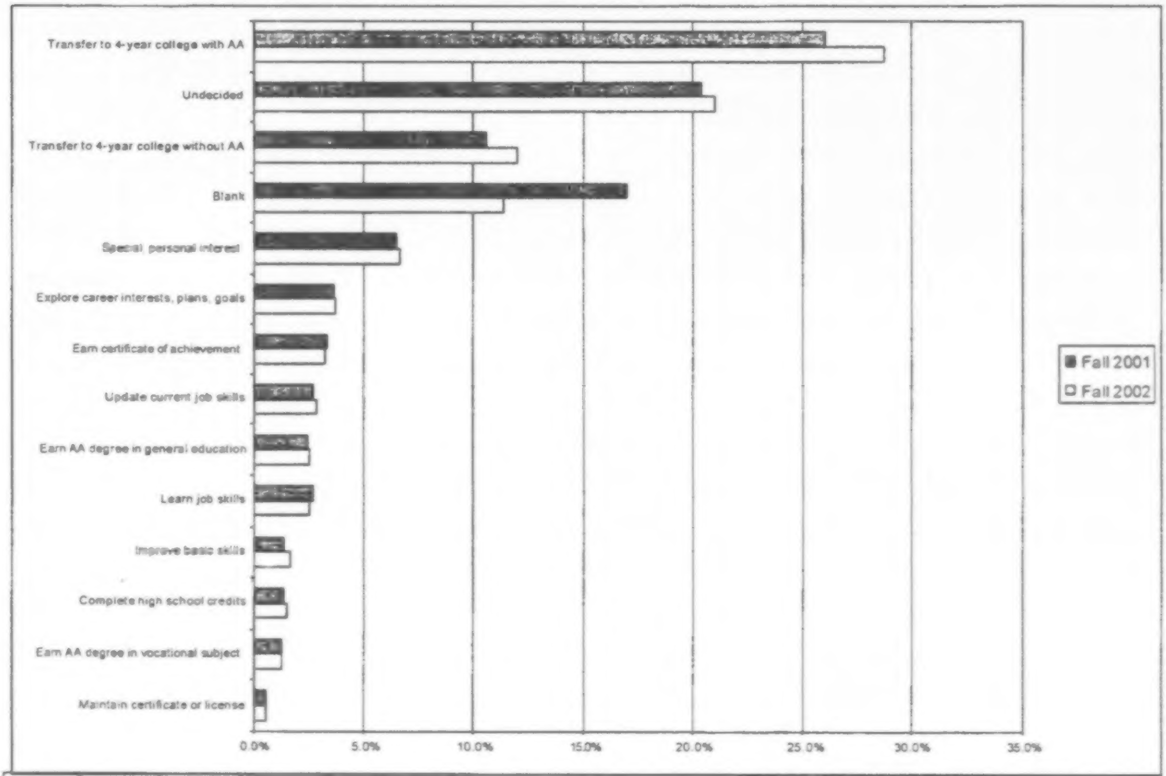
Figure 3.1.14 DVC Enrollment by Unit Load, 1997-98 to 2001-02



	0.1 - 5.9 Units	6.0 - 11.9 Units	12+ Units
□ 1997-98	43.73%	25.57%	30.70%
■ 1998-99	44.71%	24.97%	30.32%
□ 1999-00	43.16%	27.46%	29.38%
□ 2000-01	42.91%	25.71%	31.39%
■ 2001-02	43.82%	25.29%	30.89%

Comments: Data on unit load were grouped into three major categories: full time (12 or more units per term), middle time (6 to 11.9 units) and part time (0.1 to 5.9 units). Part-time students represented the largest group (44%); middle-time students represented 25%, and full-time students constituted 31% of the total student population in 2001-02. Examination of the data indicates that the distribution of students among these groups remained relatively stable in the past five years.

Figure 3.1.15 DVC Enrollment by Educational Goals, Fall 2001 and Fall 2002



	Transfer to 4-year College	Undecided	Transfer to 4 year college	Blank	Special, personal interest	Explore career interests	Earn cert. of achievement	Update current job skills	Earn AA degree in Gen'l Ed	Learn job skills	Improve basic skills	Complete high school credits	Earn AA degree in vocational subject	Maintain certificate or license
Fall 2001	26.0%	20.4%	10.6%	17.0%	6.5%	3.7%	3.4%	2.7%	2.4%	2.7%	1.4%	1.4%	1.3%	0.6%
Fall 2002	28.7%	21.1%	12.0%	11.5%	6.7%	3.7%	3.2%	2.9%	2.6%	2.6%	1.7%	1.5%	1.3%	0.6%

Source: Datatel

Comments: The data in Figure 3.1.15 compare the percentages of students choosing each educational goal in fall 2001 and fall 2002. Understanding of students' educational goals facilitates the planning of the college's programs of study. DVC students increasingly favor transfer to four-year institutions with or without an associate degree. The two transfer goals represent the largest percentage of student goals (36.6% for fall 2001 and 40.7% for fall 2002). The Undecided and the blank responses represent significant percentages as well (37.4% in fall 2001 and 32.5% in fall 2002). Goals for the remaining students (26% in fall 2001, and 27% in fall 2002) were distributed among ten categories that reflect vocational or occupational choices, personal interest, or the desire to improve basic skills. Despite the existence of more than 40 vocational education programs, the choice of vocational goals accounts for a relatively smaller share of the goals. DVC may wish to promote these vocational programs more vigorously. Furthermore, student service policies may aim at counseling the undecided students at an early stage in their matriculation at DVC, and ensuring the changes in goals get entered in Datatel. The college may become proactive in addressing this issue while students are still enrolled in high school.

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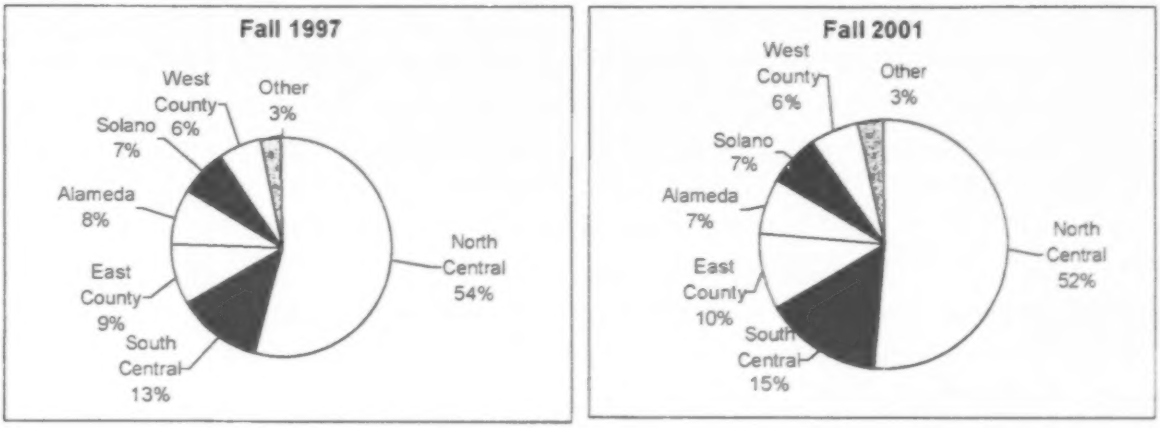
Table 3.1.1 DVC Student Enrollment by Zip Code, Fall 1997 and Fall 2001

County or County Area	End of Term Fall 1997	End of Term Fall 2001	County or County Area	% Fall 1997	% Fall 2001
North Central	11,337	11,783	North Central	53.6%	51.2%
South Central	2,651	3,442	South Central	12.5%	15.0%
East County	1,926	2,325	East County	9.1%	10.1%
West County	1,348	1,477	West County	6.4%	6.4%
Alameda	1,739	1,706	Alameda	8.2%	7.4%
Solano	1,508	1,506	Solano	7.1%	6.5%
Other	640	765	Other	3.0%	3.3%
Total	**21,149**	**23,004**	Total	100.0%	100.0%

Source: Datatel

Figure 3.1.16 DVC Student Enrollment by Zip Code, Fall 1997 and Fall 2001



Comments: Analysis of the geographical location of student addresses by zip codes indicates that 66.2% of the students attending DVC in fall 2001 lived within the college service area (north central and south central), while 16.5% lived in other parts of the county (east and west) and 17.3% resided in the neighboring counties (Alameda, Solano, and Other). This analysis further confirms earlier observations regarding the population shifts toward the eastern and southern parts of Contra Costa County. These two areas have experienced a relatively faster rate of growth than that of other parts of the county. Data presented above indicate that within a period of five years (fall 1997 to fall 2001) there was an increase in the percentage of students residing in these two areas: from 21.6% to 25.1% (an increase of 1,190 students). While these two areas experienced growth, the percentage of enrollment from other parts of the county and from the surrounding counties declined. However, due to the overall enrollment growth (1,855 students between 1997 and 2001), the student head count enrollment from these other areas increased by 665 students. In effect, almost two-thirds of the growth in student population between 1997 and 2001 came from the eastern and southern parts of Contra Costa County. In summary, student recruitment and promotional efforts should focus on DVC's service areas that are projected to grow at a faster rate.

2. Service Area High Schools

There are 21 DVC feeder high schools located in the service area. Because two schools (Venture and C.C. Christian) did not provide complete data, the information in this section is based on 19 high schools only: 17 public and two private schools. Public schools are grouped into four school districts, including Acalanes Union, Martinez Unified, Mt. Diablo Unified, and San Ramon Valley Unified. In 2002, the 19 service area schools graduated 5,189 students, of which 1,358 students attended DVC the following fall term, representing approximately one fourth (26%) of the total graduates. This percentage is lower than the average percentage (32%) for the past 10 years (1993 to 2002; see Table 3.2.3). Apparently, the majority of high school graduates in the college service area make choices other than attending DVC. These choices may include attending other post-secondary education institutions, joining the workforce or the armed services, taking an extended vacation or raising a family. Additional research may be needed to study the placement of high school graduates in the college service area.

In examining the impact of feeder high schools on enrollment at DVC, two factors must be taken into consideration: the size of the high school graduating class and the percentage of high school graduates who attend DVC. Although the impact analysis is limited to the feeder high schools in the service area, it must be noted that enrollment could still grow even if the above two factors remain constant over time. Such growth will depend on transfer students, growth in high school population outside the service area, improved retention efforts, and enrollment of adult students.

The analysis that follows focuses on three issues:

- High school graduation data for ten years
- High school graduates enrolled at DVC for ten years
- Percentage of high school graduates attending DVC for ten years

The observation that may be drawn from the following pages is that while the number of service area high school graduates increased over a ten-year period by 838 students (19.3%), the number of graduates enrolled at DVC remained relatively flat between 1993 and 2002. DVC's marketing and recruitment efforts should be directed at the schools with the largest number of graduates who have traditionally attended DVC.

Table 3.2.1 DVC Service Area High School Graduates, Spring 1993 to Spring 2002

	SERVICE AREA HIGH SCHOOL GRADUATES											10-Year Change	
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total	No.	%
ACALANES													
Acalanes	242	226	225	250	263	275	295	355	305	315	2,751	73	30.2%
Campolindo	241	187	233	191	225	246	199	231	236	240	2,229	-1	-0.4%
Las Lomas	218	249	255	259	298	270	325	325	350	348	2,897	130	59.6%
Miramonte	196	221	235	212	272	251	278	273	284	274	2,496	78	39.8%
Del Oro	40	30	47	52	64	50	46	32	48	43	452	3	7.5%
TOTAL ACALANES	**937**	**913**	**995**	**964**	**1,122**	**1,092**	**1,143**	**1,216**	**1,223**	**1,220**	**10,825**	**283**	**30.2%**
MT. DIABLO													
Clayton Valley	275	334	304	328	298	324	400	376	346	352	3,337	77	28.0%
College Park	253	287	326	330	350	350	338	336	330	326	3,226	73	28.9%
Concord	277	278	248	244	269	325	293	295	326	346	2,901	69	24.9%
Mt. Diablo	197	202	170	146	198	160	160	185	161	172	1,751	-25	-12.7%
Northgate	300	297	306	312	345	364	320	249	350	365	3,208	65	21.7%
Ygnacio Valley	299	325	308	240	278	334	301	332	298	295	3,010	-4	-1.3%
Olympic	120	126	120	139	155	108	128	90	87	117	1,190	-3	-2.5%
TOTAL MT. DIABLO	**1,721**	**1,849**	**1,782**	**1,739**	**1,893**	**1,965**	**1,940**	**1,863**	**1,898**	**1,973**	**18,623**	**252**	**14.6%**
SAN RAMON													
California	328	318	350	340	350	360	347	390	368	374	3,525	46	14.0%
Monte Vista	383	395	436	422	430	407	487	498	490	496	4,444	113	29.5%
San Ramon	358	334	381	345	387	412	423	391	430	438	3,899	80	22.3%
Del Amigo	66	40	51	46	50	35	36	32	33	42	431	-24	-36.4%
TOTAL SAN RAMON	**1,135**	**1,087**	**1,218**	**1,153**	**1,217**	**1,214**	**1,293**	**1,311**	**1,321**	**1,350**	**12,299**	**215**	**18.9%**
ALHAMBRA													
TOTAL ALHAMBRA	**175**	**167**	**189**	**190**	**198**	**220**	**204**	**286**	**215**	**220**	**2,064**	**45**	**25.7%**
PRIVATE													
Carondelet	159	173	161	168	184	196	195	177	196	197	1,806	38	23.9%
De La Salle	224	215	213	195	201	200	207	212	194	229	2,090	5	2.2%
TOTAL PRIVATE	**383**	**388**	**374**	**363**	**385**	**396**	**402**	**399**	**390**	**426**	**3,896**	**43**	**11.2%**
GRAND TOTAL	**4,351**	**4,404**	**4,558**	**4,409**	**4,815**	**4,887**	**4,982**	**5,065**	**5,047**	**5,189**	**47,707**	**838**	**19.3%**

Source: Service Area High Schools, Datatel

Comments: In the past ten years, service area high schools graduated a total of 47,707 students. The largest number of graduates came from the Mt. Diablo School District, which graduated 18,623 students in the past ten years, or 39% of the total graduates (47,707) from the college service area. San Ramon, Acalanes, and Alhambra followed, in that order. Most of the schools in the service area experienced a growth in the number of graduates over ten years. The largest number and percentage of increase took place at Las Lomas, where the number of graduates increased from 218 in 1993 to 348 in 2002, a sizable increase of 60%. Miramonte also showed a significant growth, of 40%. However, four schools showed a decline in the percentage of graduates over the same period. These schools are Del Amigo (36.4% decline), Mt. Diablo (a decline of 12.7%), Olympic (3% decline), and Ygnacio Valley (1.3% decline).

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Table 3.2.2 DVC Service Area High School Graduates Enrolled at DVC, Fall 1993 to Fall 2002

SERVICE AREA HIGH SCHOOL GRADUATES ENROLLED AT DVC												10-Year Change	
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total	No.	%
ACALANES													
Acalanes	60	50	61	50	53	67	60	72	52	50	575	-10	-16.7%
Campolindo	44	26	35	27	50	51	37	41	28	37	376	-7	-15.9%
Las Lomas	83	81	87	107	105	115	110	87	116	105	996	22	26.5%
Miramonte	16	46	27	44	44	48	43	45	41	24	378	8	50.0%
Del Oro	9	12	13	17	14	9	10	16	15	7	122	-2	-22.2%
TOTAL ACALANES	**212**	**215**	**223**	**245**	**266**	**290**	**260**	**261**	**252**	**223**	**2,447**	**11**	**5.2%**
MT. DIABLO													
Clayton Valley	111	132	140	122	140	153	155	144	161	138	1,396	27	24.3%
College Park	119	146	170	163	166	182	150	151	168	136	1,551	17	14.3%
Concord	115	103	124	105	126	151	106	88	124	114	1,156	-1	-0.9%
Mt. Diablo	67	97	92	70	97	83	57	56	33	47	699	-20	-29.9%
Northgate	104	94	117	110	147	162	110	93	123	126	1,186	22	21.2%
Ygnacio Valley	135	172	176	118	159	155	115	135	145	123	1,433	-12	-8.9%
Olympic	32	37	35	37	48	28	35	31	23	32	338	0	0.0%
TOTAL MT. DIABLO	**683**	**781**	**854**	**725**	**883**	**914**	**728**	**698**	**777**	**716**	**7,759**	**33**	**4.8%**
SAN RAMON													
California	102	102	114	79	116	120	111	73	135	113	1,065	11	10.8%
Monte Vista	83	109	93	90	116	92	97	99	85	63	927	-20	-24.1%
San Ramon	116	98	114	114	150	97	115	81	99	84	1,068	-32	-27.6%
Del Amigo	15							8	11	15	49	0	0.0%
TOTAL SAN RAMON	**316**	**309**	**321**	**283**	**382**	**309**	**323**	**261**	**330**	**275**	**3,109**	**-41**	**-13.0%**
ALHAMBRA													
TOTAL ALHAMBRA	**63**	**84**	**97**	**88**	**110**	**113**	**75**	**78**	**97**	**86**	**891**	**23**	**36.5%**
PRIVATE													
Carondelet	27	35	35	42	38	45	36	22	28	25	333	-2	-7.4%
De La Salle	68	61	60	44	54	55	38	45	32	33	490	-35	-51.5%
TOTAL PRIVATE	**95**	**96**	**95**	**86**	**92**	**100**	**74**	**67**	**60**	**58**	**823**	**-37**	**-38.9%**
GRAND TOTAL	**1,369**	**1,485**	**1,590**	**1,427**	**1,733**	**1,726**	**1,460**	**1,365**	**1,516**	**1,358**	**15,029**	**-11**	**-0.8%**

Source: Service Area High Schools, Datatel

Comments: Between 1993 and 2002, a total of 15,029 students who graduated from service area high schools attended DVC. On an annual basis, the number of service area high school students enrolled at DVC increased from 1,369 in 1993 to 1,733 in 1997, but later declined to 1,358 students in 2002. These changes impacted service area high schools in different ways. Six schools sent more graduates to DVC, while ten schools sent a smaller number of their graduates to DVC. The largest number of service area high schools attending DVC over a period of ten years came from College Park (1,551 students), followed by Ygnacio Valley (1,433) and Clayton Valley (1,396). Seven schools sent more than 1,000 students to DVC over ten years.

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Table 3.2.3 DVC Service Area Percentages of High School Graduates Enrolled at DVC, Fall 1993 to Fall 2002

PERCENTAGE OF ALL SERVICE AREA HIGH SCHOOL GRADUATES ENROLLED AT DVC											
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Average
ACALANES											
Acalanes	24.8%	22.1%	27.1%	20.0%	20.2%	24.4%	20.3%	20.3%	17.0%	15.9%	21.7%
Campolindo	18.3%	13.9%	15.0%	14.1%	22.2%	20.7%	18.6%	17.7%	11.9%	15.4%	18.1%
Las Lomas	38.1%	32.5%	34.1%	41.3%	35.2%	42.6%	33.8%	26.8%	33.1%	30.2%	35.7%
Miramonte	8.2%	20.8%	11.5%	20.8%	16.2%	19.1%	15.5%	16.5%	14.4%	9.0%	15.5%
Del Oro	22.5%	40.0%	27.7%	32.7%	21.9%	18.0%	21.7%	50.0%	31.3%	16.3%	26.5%
TOTAL ACALANES	**22.6%**	**23.5%**	**22.4%**	**25.4%**	**23.7%**	**26.6%**	**22.7%**	**21.5%**	**20.6%**	**18.3%**	**23.5%**
MT. DIABLO											
Clayton Valley	40.4%	39.5%	46.1%	37.2%	47.0%	47.2%	38.8%	38.3%	46.5%	39.2%	43.0%
College Park	47.0%	50.9%	52.1%	49.4%	47.4%	52.0%	44.4%	44.9%	50.9%	42.0%	50.0%
Concord	41.5%	27.1%	50.0%	43.0%	46.8%	46.5%	36.2%	29.8%	38.0%	33.0%	41.6%
Mt. Diablo	34.0%	48.0%	54.1%	47.9%	49.0%	51.9%	35.6%	30.3%	20.5%	27.3%	41.9%
Northgate	34.7%	31.6%	38.2%	35.3%	42.6%	44.5%	34.4%	37.3%	35.1%	35.0%	37.9%
Ygnacio Valley	45.2%	52.9%	57.1%	49.2%	57.2%	46.4%	38.2%	40.7%	48.7%	42.0%	48.3%
Olympic	26.7%	29.4%	29.2%	26.6%	31.0%	25.9%	27.3%	34.4%	26.4%	27.4%	26.4%
TOTAL MT. DIABLO	**38.2%**	**40.9%**	**46.1%**	**40.2%**	**46.6%**	**46.5%**	**37.5%**	**37.5%**	**40.9%**	**36.3%**	**42.1%**
SAN RAMON											
California	31.1%	32.1%	32.6%	23.2%	33.1%	33.3%	32.0%	18.7%	36.7%	30.2%	31.2%
Monte Vista	21.7%	27.6%	21.3%	21.3%	27.0%	22.6%	19.9%	19.9%	17.3%	13.0%	21.6%
San Ramon	32.4%	29.3%	29.9%	33.0%	38.8%	23.5%	27.2%	20.7%	23.0%	19.2%	28.8%
Del Amigo								25.0%	33.3%	36.0%	9.1%
TOTAL SAN RAMON	**27.8%**	**27.2%**	**25.4%**	**23.3%**	**31.4%**	**24.6%**	**24.2%**	**19.9%**	**24.2%**	**19.8%**	**25.5%**
ALHAMBRA											
TOTAL ALHAMBRA	**36.0%**	**50.3%**	**51.3%**	**46.3%**	**55.6%**	**51.4%**	**36.8%**	**27.3%**	**45.1%**	**39.1%**	**41.2%**
PRIVATE											
Carondelet	17.0%	20.2%	21.7%	25.0%	20.7%	23.0%	18.5%	12.4%	14.3%	13.0%	18.0%
De La Salle	30.4%	28.4%	28.2%	22.6%	26.9%	27.5%	18.4%	21.2%	16.5%	14.4%	22.5%
TOTAL PRIVATE	**24.8%**	**24.7%**	**25.4%**	**23.7%**	**23.9%**	**25.3%**	**18.4%**	**17.2%**	**15.4%**	**13.6%**	**20.4%**
GRAND TOTAL	**31.0%**	**32.9%**	**34.0%**	**31.5%**	**36.0%**	**35.0%**	**29.1%**	**26.9%**	**29.8%**	**26.0%**	**31.8%**

Comments: In the past ten years, the percentage of service area high school graduates attending DVC has fluctuated between a low of 26% (2002) and a high of 36% (1997). The largest percentage of service area high school graduates attending DVC came from College Park (50%), followed by Ygnacio Valley (48%) and Clayton Valley (43%). On the average, over the past ten years, more than 40% of the graduates from Mt. Diablo and Alhambra School Districts attended DVC, compared to 26% for San Ramon, 24% for Acalanes, and only 20% for the private schools. The ten-year average percentage of service area high school graduates attending DVC was 32%. College recruitment policies should aim at increasing the number and percentage of students from service area high schools who opt for enrollment at DVC.

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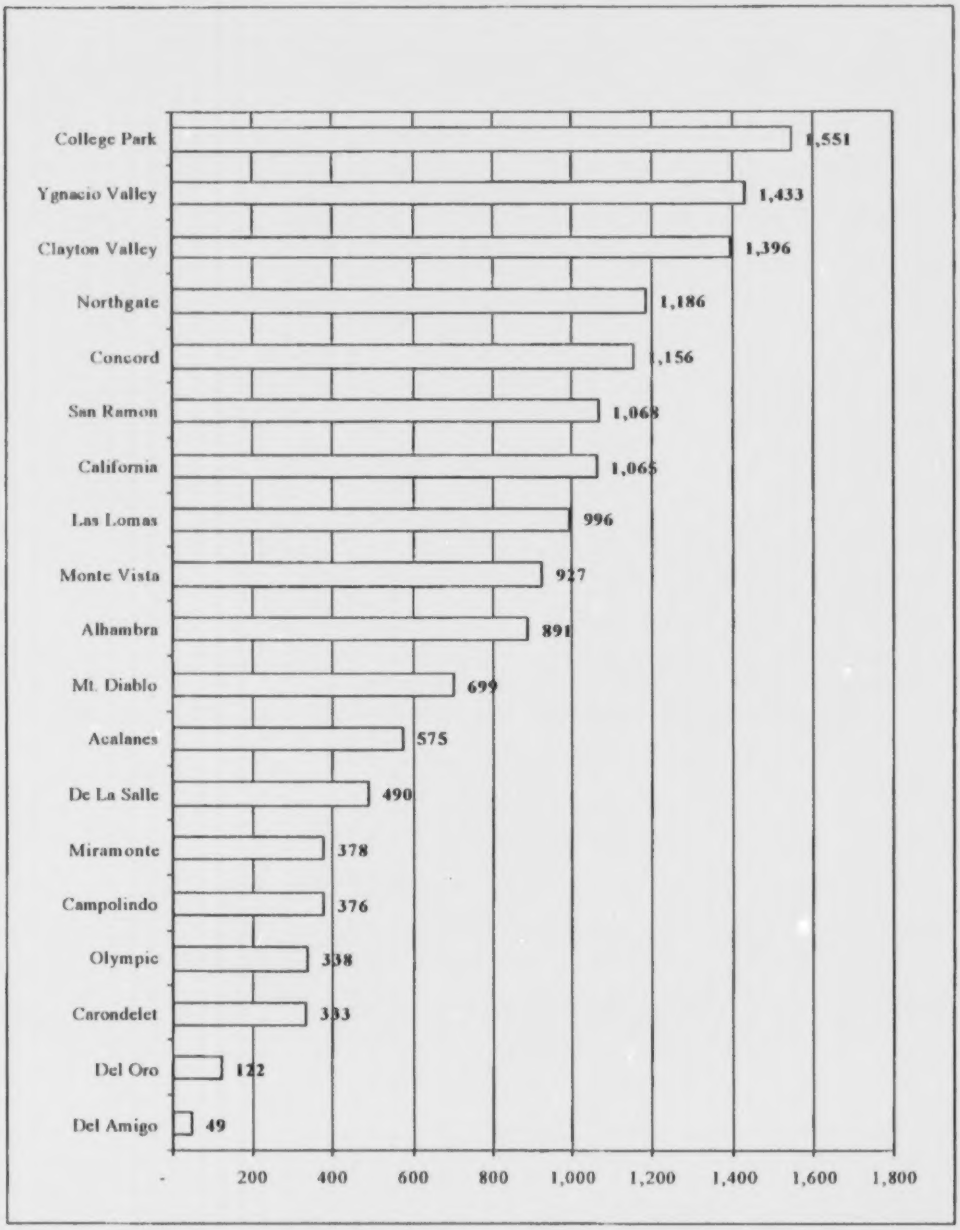
Figure 3.2.1 Ranking of Service Area High School Enrollments at DVC, 1993-2002



Comments: Figure 3.2.1 presents the ranking of 19 service area high schools by the total number of high school graduates who attended DVC over the past ten years. The top three schools were all located in the Mt. Diablo School District. Seven schools sent more than 1,000 students to DVC in the past ten years. These seven schools accounted for approximately 60% of the total number of service area high school students who attended DVC over the past ten years.

3. Impact of Population Change on Enrollment

In projecting future enrollment at Diablo Valley College, it is important to understand the impact of Contra Costa County's population movement upon future enrollment. Table 3.3.1 and Figure 3.3.1 present data related to the population changes in the college service area between 1990 and 2000.

Table 3.3.1 Population Change in the College Service Areas, 1990 and 2000

No.	City/Town	1990 Census	2000 Census	Numerical Change	Percent Change
1	Clayton	7,317	10,762	3,445	47.1%
2	Concord	111,348	121,780	10,432	9.4%
3	Danville	31,306	41,715	10,409	33.2%
4	Lafayette	23,501	23,908	407	1.7%
5	Martinez	31,808	35,866	4,058	12.8%
6	Moraga	15,852	16,290	438	2.8%
7	Orinda	16,642	17,599	957	5.8%
8	Pleasant Hill	31,585	32,837	1,252	4.0%
9	San Ramon	35,303	44,722	9,419	26.7%
10	Walnut Creek	60,569	64,296	3,727	6.2%
	Total for DVC Service Area	**365,231**	**409,775**	**44,544**	**12.2%**
	Percent of Total Incorporated Areas	**56.0%**	**51.4%**	**30.8%**	
11	Antioch	62,195	90,532	28,337	45.6%
12	Brentwood	7,563	23,302	15,739	208.1%
13	Oakley	-	25,619	25,619	
14	Pittsburg	47,564	56,769	9,205	19.4%
	Total for LMC Service Area	**117,322**	**196,222**	**78,900**	**67.3%**
	Percent of Total Incorporated Areas	**18.0%**	**24.6%**	**54.5%**	
15	El Cerrito	22,869	23,171	302	1.3%
16	Hercules	16,829	19,488	2,659	15.8%
17	Pinole	17,460	19,039	1,579	9.0%
18	Richmond	87,425	99,216	11,791	13.5%
19	San Pablo	25,158	30,215	5,057	20.1%
	Total for CCC Service Area	**169,741**	**191,129**	**21,388**	**12.6%**
	Percent of Total Incorporated Areas	**26.0%**	**24.0%**	**14.8%**	
	Total Incorporated Areas	652,294	797,126	144,832	22.2%
	Unincorporated Areas	151,438	151,690	252	0.2%
	Total County Population	803,732	948,816	145,084	18.1%

Source: U.S. Census, 1990 and 2000

Comments: In 2000, the county had 19 incorporated cities and towns and several unincorporated areas. The population of the urban centers was 797,126 persons (84% of the total population in the county). DVC's service area included ten of the 19 incorporated cities which accounted for more than 51 percent of the population in 2000 (compared to 56% of the population in 1990). Most of the population growth in Contra Costa County between 1990 and 2000 took place in the eastern and southern parts. The rate of population growth in the LMC service area was 67.3%, compared to only 12.2% for DVC's and 12.6% for CCC's. In DVC's service area, the cities of Clayton, Danville, and San Ramon had the highest percentage of growth and accounted for more than 52% of the population growth in central county.

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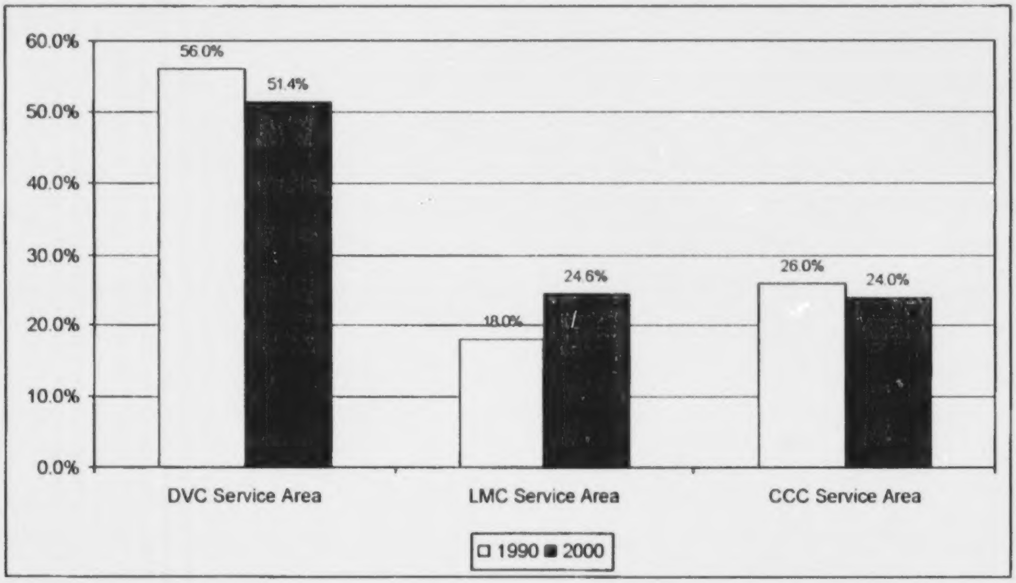
Table 3.3.2 Percentage Change in the Population of the College Service Area, 1990 and 2000

Year		DVC Service Area	LMC Service Area	CCC Service Area	Total
1990	No.	365,231	117,322	169,741	652,294
	%	56.0%	18.0%	26.0%	100.0%
2000	No.	409,775	196,222	191,129	797,126
	%	51.4%	24.6%	24.0%	100.0%
Difference	No.	44,544	78,900	21,388	144,832
	%	30.8%	54.5%	14.8%	100.0%

Figure 3.3.1 Percentage Change in the Population of the College Service Area, 1990 and 2000



Comments: County population is shifting more toward the eastern part of the county (LMC service area). Between 1990 and 2000, the urban population in the county grew by 144,832 persons, of which 44,544 (31%) resided in central county; 78,900 (54%) resided in east county; and the remaining 21,388 (15%) in west county. This shift in population resulted in reducing central county's share of the total urban population from 56% in 1990 to 51% in 2000. In the meantime, east county's share increased from 18% in 1990 to 25% in 2000. The comparable numbers for west county were 26% and 24%, respectively. The population movement toward the eastern side of the county will undoubtedly impact future enrollment at DVC and at LMC.

Figure 3.3.2 Map of Contra Costa County and Contra Costa Community College District, Showing Service Area Boundaries (next page)

Source: Office of District Research, CCCCD, August 2002.

4. Enrollment Patterns: Summary and Implications

- While the state's combined enrollment in community colleges has grown (in fall and spring head count) by 20% between 1997-98 and 2001-02, the enrollment growth of the district was 12%, and DVC has experienced a more modest rate of growth (9%). DVC's summer head count enrollments, however, increased by 21% between 1998 and 2002. Full-time Equivalent Student enrollment at DVC has grown by 15% during the same period. The college can expect a leveling-off of growth over the next few years due to population shifts in the county. The college will need to continually explore fresh ways of attracting and serving students if it is to maintain its present popularity and reputation.
- Course enrollment growth for DVC was 4% from 2000-01 to 2001-02. Six divisions grew at a rate higher than this, while two divisions grew at a reduced rate, and two divisions declined in course enrollment count. The five largest departments accounted for more than 50% of the total seat count at DVC in 2001-02, while the five smallest departments accounted for less than 1% of the total seat count for the college. These imbalances in productivity among departments need to be addressed, while at the same time recognizing that there can be circumstances where quality teaching demands lower teacher-to-student ratios.
- Although female students outnumbered males during the past five years, their percentage has been decreasing.
- Younger students below age 25 are the dominant age group at DVC (58%); their percentages have risen over the past five years, while the 25 years and older age groups have declined.
- The percentage of White students has declined during the past five years, while the percentages of Hispanics and African-Americans have increased, and the percentage of Asians declined slightly. Whites remain the majority ethnic group at DVC, however, with a percentage of 54% in 2001-02.
- Day students constituted two-thirds of the students at DVC, while evening students represented only one-third of the student population.
- Approximately 44% of the students at DVC carry a load of less than 6 units; 25% carry a middle load of 6 to less than 12 units, and 31% carry a full load of 12 or more units.
- DVC students increasingly favor transfer to four-year institutions with or without an associate degree. Approximately 41% of the educational goals chosen by students in fall 2002 were transfer goals.
- Almost two-thirds of DVC students lived within the college's service area in fall 2001. Population growth is most intense in the eastern and southern parts of the county. Outreach in the southern part of the county will be crucial. DVC will also depend upon students outside its service area and outside the county for sustained growth.
- An average of 32% of service area high school graduates chose DVC as their college over the period 1993 to 2002. Seven schools accounted for approximately 60% of the total number of high school graduates who attended DVC. DVC's marketing and recruitment efforts should be directed toward the schools which contribute the most graduates to DVC's student body, as well as those with higher than average success rates among its graduates who attend DVC.

Underprepared Students

Enrollment Trends of Underprepared Students

Performance of Underprepared Students at DVC

Improvement Rates: California, Peer Colleges and DVC

Persistence of Underprepared Students at DVC

Summary and Implications

Section IV: Underprepared Students

The past few years witnessed a significant increase in the enrollment of students in basic skills courses at California community colleges. Basic skills courses are two levels below college-level courses in English and Mathematics. In 1999-2000, enrollment in basic skills courses in California community colleges was 561,518 students, compared to 445,380 students in 1992-93. This is an increase of 116,138 students or 26% in eight years. During the same period, total fall enrollment increased from 1,508,651 in 1992 to 1,549,921 in 1999, or less than a 3 percent increase.

The phenomenal growth in basic skills enrollment represents a serious challenge to community college educators in California. While this growth is indicative of open access and greater educational opportunity for students who are not equipped to handle college-level work, the growth places enormous pressure on the limited resources available to accommodate the influx of students in this area. Furthermore, the expanded access and enhanced opportunity are accompanied by greater responsibility on the part of community colleges to maintain educational quality. Maintenance of this quality is important in ensuring the success of underprepared students in achieving their goal of transferring to four-year colleges, earning an AA degree or certificate, or obtaining employment.

In recognition of the pivotal role of community colleges in enhancing the upward mobility of underprepared students, the state of California included a measure of basic skills improvement as indicator of performance in the Partnership for Excellence (PFE) program. Furthermore, the state created extra funding for colleges to support them in meeting the added financial burden of educating underprepared students. These additional incentives have resulted in a gradual improvement in basic skills success rates in the past few years.

At Diablo Valley College, the enrollment picture for basic skills courses for the period between 1992-93 and 1999-2000 is somewhat mixed. While enrollment in basic skills English increased by 14% between 1992-93 and 1999-00, enrollment in basic skills mathematics declined by as much as 38 percent. The increased enrollment in basic skills English is a reflection of the growth in the immigrant population in the DVC service area, and consequently the increased need for ESL courses. However, the enrollment decline in mathematics is difficult to explain. There may be several reasons for this decline, including a possible change in course coding, deletion of courses, or a change in the length of time for offering basic skills courses. For example, a change from two nine-week courses to one eighteen-week course would result in reducing the seat count by 50%.

This section has four major components:

- Enrollment trends of underprepared students
- Performance of the underprepared students
- Basic skills improvement rate
- Persistence of underprepared students

Meaning of Terms

Several terms are used in this section, including underprepared students, basic skills courses, basic skills improvement rate, and persistence rate. Each one of these terms will be discussed below.

Underprepared Students

Generally, underprepared students are those who are not academically prepared to handle college-level courses. Academic preparedness is determined by a series of assessment processes. More specifically, underprepared students are those whose assessment processes show them two levels or more below transfer-level English or Mathematics.

Basic Skills Courses

At DVC, courses for underprepared students are primarily basic skills courses in English, ESL, and Math numbered below 100. These courses are offered for credit but they are not degree applicable. For this Fact Book, basic skills courses include the following:

- English 090, 091, 092, 096 and 098.
- ESL 067, 072, 076, 078, 083, 086, 088, 096A, 098A
- Math 065, 066, 071, 073, 075

Basic Skills Improvement Rate

The basic skills improvement rate is an indicator of student progress in completing higher-level courses in the same area of study. To be counted as "Improved," a student must have enrolled in a basic skills course, then in a subsequent term, s/he must enroll in higher-level courses in the same area of study. The higher-level course must have been completed with a grade of "C" or better. The basic skills improvement rate represents the percentage of students in the cohort who successfully completed higher-level courses in the same area of study within a three-year period. The Chancellor's Office for California Community Colleges tracks the completion of higher-level courses at all community colleges in the state. The latest cohort of underprepared students represents the cohort for 1999-2000 which was tracked for three years from 1999-2000 to 2001-02. Tracking of students is not limited to the home college, but it covers all students enrolled in any public community college in the state. It should be noted that the data from the Chancellor's Office may have some inconsistencies due to how the courses are coded and how colleges define basic skills.

Persistence Rate

The term persistence refers to the percentage of underprepared students who enrolled in a basic skills course and subsequently completed an upper-level course in the same discipline with a grade of "C" or better. Persistence is computed from term to term. However, an aggregate persistence rate may be computed for any cohort of underprepared students over a given period of time (two or three years). Since the Datatel software was implemented in Summer 1999, only two full years of data beyond the first year are available at this point.

Although the improvement and persistence rates address a similar issue, namely students' progress in completing more advanced courses in the same discipline, they differ in terms of their methodologies as follows:

- The improvement rate tracks students' progress for only one level above basic skills, while the persistence rate may track such progress at one, two, or more levels above basic skills.
- The improvement rate is tracked throughout the entire system of community colleges in California over a period of three years, while the persistence rate is tracked at DVC only over a period of two or more years. Because of the limitation of current data, tracking at DVC is limited to only two years at this time. Future studies may track student progress over longer periods.

1. Enrollment Trends of Underprepared Students

The focus of this section will be on enrollment trends for underprepared students. Several topics are discussed in the following few pages, including:

- Statewide enrollment in basic skills
- DVC enrollment in basic skills
- Demographic data for underprepared students

State-Wide Enrollment in Basic Skills Compared With DVC

Discussion of the statewide data covers a period of eight years, from 1992-93 to 1999-00. During this period, total enrollment in basic skills courses in the state of California increased from 445,380 in 1992-93 to 561,518, an increase of 116,138 students or 26.1%. The increased enrollment in basic skills reflects an increase of 24.3% in basic skills English (including ESL) and an increase of 28.8% in basic skills mathematics. (See Table 4.1.1.)

Table 4.1.1 Total Head Count Enrollments in Math and English Basic Skills Courses, State and DVC, 1992-93 to 1999-00

Year	English		Math		Total	
	State	DVC	State	DVC	State	DVC
1992-93	265,581	1,659	179,799	2,355	445,380	4,014
1993-94	278,647	1,611	173,401	1,962	452,048	3,573
1994-95	251,046	1,448	148,795	1,639	399,841	3,087
1995-96	270,872	1,459	173,453	1,820	444,325	3,279
1996-97	281,149	1,507	185,036	1,737	466,185	3,244
1997-98	292,219	1,615	196,553	1,784	488,772	3,399
1998-99	306,053	1,832	209,410	1,714	515,463	3,546
1999-00	329,997	1,892	231,521	1,449	561,518	3,341
Increase/Decrease	64,416	233	51,722	-906	116,138	-673
Increase/Decrease	24.3%	14.0%	28.8%	-38.5%	26.1%	-16.8%

Source: System Performance on PFE Goals, April 2002 (State Chancellor's Office)

The increase in basic skills enrollment may be attributable to several factors including:

- Change in overall enrollment
- The changing demographics of students in basic skills
- The change in the level of academic preparation of students at the point of entry

Examination of data on enrollment at the state community colleges may shed some light on the growth in basic skills enrollment.

Table 4.1.2 indicates that enrollment in the state's community colleges grew at the relatively modest rate of only 2.74% between 1992-93 and 1999-00. For three consecutive years (1993-94 to 1995-96), enrollment declined steadily, then began to climb in each of the succeeding years. In contrast, enrollment in basic skills declined for only one year (1994-95) but increased steadily ever since. The gap between the rate of overall enrollment growth (2.74%) and the rate of growth in basic skills enrollment (26.1%) during the eight years of analysis (1992-93 to 1999-00) indicates that overall enrollment growth had little impact on the growth in basic skills enrollment. The growth of immigrant populations and the level of academic preparedness at the date of entry must have impacted the growth in basic skills more significantly.

Furthermore, it is important to point out that total enrollment in basic skills as a percentage of overall enrollment in the state's community colleges increased from 29.52% in 1992-93 to 36.23% in 1999-00, while basic skills as a percentage of overall enrollment at DVC decreased from 17.16% to 15.30% during the same period. See Tables 4.1.2 and 4.1.3.

Table 4.1.2 State Total and Basic Skills Enrollments, 1992-93 to 1999-00

Year	Total Enrollment in California Community Colleges	Basic Skills Enrollment	
		Count	% of Total Enrollment
1992-93	1,508,651	445,380	29.5%
1993-94	1,384,400	452,048	32.7%
1994-95	1,357,293	399,841	29.5%
1995-96	1,336,695	444,325	33.2%
1996-97	1,408,780	466,185	33.1%
1997-98	1,445,335	488,772	33.8%
1998-99	1,496,271	515,463	34.4%
1999-00	1,549,921	561,518	36.2%
Change 1992-93 to 1999-00	41,270	116,138	
	2.7%	26.1%	

Source: State Chancellor's Office MIS Department

Table 4.1.3 DVC Total and Basic Skills Enrollments, 1992-93 to 1999-00

Year	Total Enrollment at DVC	DVC Basic Skills	
		Count	% of Total Enrollment
1992-93	23,398	4,014	17.2%
1993-94	20,783	3,573	17.2%
1994-95	20,887	3,087	14.8%
1995-96	20,645	3,279	15.9%
1996-97	20,999	3,244	15.4%
1997-98	21,608	3,399	15.7%
1998-99	22,094	3,546	16.0%
1999-00	21,842	3,341	15.3%
Change 1992-93 to 1999-00	-1,556	-673	
	-6.7%	-16.8%	

Source: State Chancellor's Office MIS Department and DVC Planning and Research

A review of the demographic data for the overall enrollment at the state community colleges indicates a significant change during this eight-year period.

Table 4.1.4 Proportionate Share of Ethnic Groups in California Community Colleges , Fall 1992 and Fall 1999

Category	Fall 1992	Fall 1999	Change
Asian/Pac Isl	14.8%	15.6%	0.8%
African/American	7.1%	7.4%	0.3%
Hispanic	19.8%	25.0%	5.2%
Native American	1.1%	1.0%	-0.1%
Other Non-White	1.4%	1.8%	0.4%
Total Non-White	44.2%	50.8%	6.6%
White	51.0%	41.9%	-9.1%
Unknown	4.9%	7.3%	2.4%
Total	100.0%	100.0%	

Source: State Chancellor's Office MIS Department

The most striking change in the demographics has been the decline of the percentage of White students by 9.1%, and the concurrent increase in the percentage of Non-White students by 6.6%, with a 2.4% increase in the percentage of Unknown ethnicity. Further examination of the data reveals that the count of Hispanic students reflects the most significant increase (5.2%) among the Non-White population at California community colleges. While these data do not speak directly of the changing demographics of students enrolled in basic skills courses, they are indicative of the direction of change that has taken place in the overall enrollment and consequently in the enrollment of basic skills students.

The changing demographics of enrollment at the community colleges have been the result of increased immigration in the state of California. Hispanics represent the fastest growing ethnic group in the state for the period between 1990 and 2000. Based on the U.S. Census data, Hispanics represented 32.4% of the overall population in California in 2000, compared to only 13% in 1990. This phenomenal growth in the Hispanic population has undoubtedly impacted enrollment in ESL courses and possibly other basic skills courses.

The changing demographics and the overall growth in enrollment do not present a full explanation of the growth in basic skills enrollment. According to a report published by the National Center for Public Policy and Higher Education,[1] California received a grade of "C" in the preparation of students for education and training beyond high school. The report adds that the State's 8th graders perform very poorly on national assessments of math, reading, and writing, including that they are not well prepared for challenging high school courses. Comparatively few high school students enroll in upper-level math and science. The same report assigned a grade of "A" to California on affordability of higher education. While the state has done poorly in providing financial aid to low-income students, it has an exceptionally low tuition at the community colleges. In summary, the growth in the enrollment of underprepared students is due to several factors including the influx of immigrants in the 1990s, weak K-12 education, and the overall population growth in the state.

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[1] The National Center for Public Policy and Higher Education, **Measuring UP 2000, The State -by-State Report Card for Higher Education, San Jose, CA, p. 32**

DVC Enrollment in Basic Skills

DVC's enrollment in basic skills courses presents a slightly different picture from that of the state. Table 4.1.1 indicates that the total enrollment in basic skills at DVC declined by 16.8% between 1992-93 and 1999-00. Further examination of the data indicates that while enrollment in basic English increased by 14%, enrollment in basic mathematics declined sharply by 38.5%. Although these changes are quite different from that of the state, the underlying reasons for the change may be explained through the following factors:

- Change in overall enrollment
- Change in the demographics of students
- Change in the level of academic preparation
- Change in course coding or methods of data collection

With respect to overall enrollment at DVC, Table 4.1.3 indicates a fluctuating pattern of enrollment between 1992-93 and 1999-00. This pattern has, to some extent, impacted enrollment in basic skills. Enrollment in basic skills as a percentage of the overall enrollment fluctuated between a low of 14.8% and a high of 17.2%, with an average of 16.0% for the period. The average percentage of basic skills enrollment at DVC was almost one half of the comparable number (32.9%) at the state's community colleges.

Regarding the demographic variables, there are insufficient data to enable one to compare the changes in the period under consideration. However, an examination of the ethnic distribution of the overall student population at DVC shows a significant change in the ethnic mix between fall 1992 and fall 1999 (Table 4.1.5).

The most significant change is the decline in the percentage of white students by as much as 15% between 1992 and 1999. In the meantime, there was an increase in the percentage of each of the other ethnic groups, most notably the Asians (4.9%) and the Hispanics (3.0%). These increases were, once again, the result of growth in the immigrant population, which has impacted the enrollment in basic skills English, particularly the enrollment in ESL courses.

Table 4.1.5 Proportionate Share of Ethnic Groups at DVC, Fall 1992 and Fall 1999

Ethnicity	Fall 1992	Fall 1999	Change
Asian/Pac Isl	13.6%	18.5%	4.9%
African American	3.7%	4.7%	1.0%
Hispanic	7.6%	10.7%	3.1%
Native American	0.6%	0.8%	0.2%
Other Non-White	0.9%	3.0%	2.1%
Total Non-White	26.4%	37.7%	11.3%
White	71.9%	56.8%	-15.1%
Unknown	1.7%	5.5%	3.8%
Total	100.0%	100.0%	

Source: Datatel

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The decline of enrollment in basic skills mathematics is particularly troubling, but it may be explained through the following statements:

- There has been a change in the length of time for offering basic skills Math courses. In the early 1990's, courses were offered over a nine-week period, then repeated within the same term for another nine weeks. Lately, these courses are offered once each term for a period of 18 weeks. Such a change reduced the count of students enrolled in basic skills in a given term by 50%.
- Matriculation policies may have led students to enroll directly in Math 110 (developmental Math), no matter how poorly they do on their entrance assessment processes. This is done since there are no prerequisites for Math 110. Students who should be enrolling in basic skills Math are instead enrolling in higher-level courses—a condition that negatively impacts the success and retention rates in higher-level courses but could show a false decline in basic skills Math courses.

Seat Count at DVC

Data for the eight-year period (1992-93 to 1999-00) were selected to allow for comparison between DVC and the state. These data were derived mainly from the State Chancellor's MIS Department. However, it may be useful to examine the more recent data for the past three years (1999-00 to 2001-02). These data are available only for DVC through Datatel and reflect the number of students enrolled at the end of the semester.

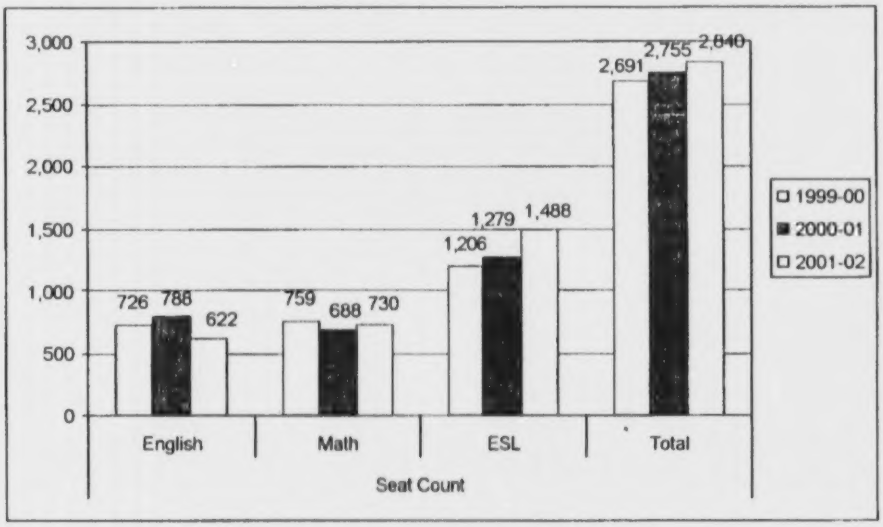
Table 4.1.6 presents enrollment counts for each of the three areas of basic skills (English, ESL and Mathematics).

Table 4.1.6 Seat Count Enrollment in Basic Skills at DVC, 1999-00 to 2001-02

	Seat Count			
Year	English	Math	ESL	Total
1999-00	726	759	1,206	2,691
2000-01	788	688	1,279	2,755
2001-02	622	730	1,488	2,840
Total	2,136	2,177	3,973	8,286
Percentage of Enrollment by Basic Skills Area	25.8%	26.3%	47.9%	100.0%

Source: Datatel

Figure 4.1.1 Seat Count Enrollment in Basic Skills at DVC, 1999-00 to 2001-02



During the three-year period (1999-00 to 2001-02), DVC enrolled a total of 8,286 basic skills students. Further examination of the data in Table 4.5 reveals the following:

- Enrollment in basic skills English accounted for approximately one-fourth (25.8%) of total enrollment in basic skills.
- Enrollment in basic mathematics accounted for slightly more than one-fourth (26.3%) of the total enrollment in basic skills.
- Enrollment in ESL courses accounted for almost one-half (47.9%) of total enrollment in basic skills.
- Overall enrollment in basic skills increased each year to reach a total of 2,840 students in 2001-02, compared to 2,691 in 1999-00, an increase of 149 students, or 5.5%, during this period. However, this growth came mainly from the increased enrollment in ESL courses (282 students or 23.4%). Enrollment in basic skills English and basic skills mathematics declined during this period by 104 students (14.3%) and 29 students (3.8%), respectively.

Demographics of DVC's Underprepared Students

The discussion of the demographic variables is intended to highlight the similarities and differences between the underprepared students and that of students in the general population at DVC. Three demographic variables will be discussed in this section: age, gender and ethnicity. Comparisons are made for the fall of 2001.

Table 4.1.7 Comparison of the Demographics of Basic Skills Students With That of DVC as a Whole, Fall 2001

Category	Basic Skills English		Basic Skills Math		ESL		DVC Total	
	Fall 2001							
	No.	Rate	No.	Rate	No.	Rate	No.	Rate
Age								
< 20	117	39.5%	211	50.8%	39	7.8%	6,509	28.3%
20-24	92	31.1%	120	28.9%	104	20.8%	6,985	30.3%
25-29	22	7.4%	24	5.8%	83	16.6%	2,192	9.5%
30-39	37	12.5%	28	6.7%	147	29.3%	2,770	12.0%
40-49	23	7.8%	19	4.6%	91	18.2%	2,431	10.6%
50+	5	1.7%	13	3.1%	37	7.4%	2,133	9.3%
Total	296	100.0%	415	100.0%	501	100.0%	23,020	100.0%
Gender								
Male	148	50.0%	173	41.7%	168	33.5%	10,247	44.5%
Female	134	45.3%	228	54.9%	311	62.1%	12,184	52.9%
Unknown	14	4.7%	14	3.4%	22	4.4%	589	2.6%
Total	296	100.0%	415	100.0%	501	100.0%	23,020	100.0%
Ethnicity								
Asian/Pac Isle	58	19.6%	45	10.8%	167	33.3%	3,957	17.2%
Afr. American	27	9.1%	48	11.6%	1	0.2%	1,095	4.8%
Hispanic	43	14.5%	76	18.3%	139	27.7%	2,294	10.0%
Native American	3	1.0%	5	1.2%	0	0.0%	152	0.7%
Other Non-White	16	5.4%	18	4.3%	23	4.6%	1,175	5.1%
White	99	33.4%	191	46.0%	92	18.4%	12,447	54.1%
Unknown	50	16.9%	32	7.7%	79	15.8%	1,900	8.3%
Total	296	100.0%	415	100.0%	501	100.0%	23,020	100.0%

Source: Datatel

Examination of data in Table 4.1.7 reveals the following:

- Younger students of less than 20 years old represent 28.3% of the general student population at DVC, compared to 50.8% in basic skills math, 39.5% in basic skills English, and a relatively smaller percentage of only 7.8% in ESL.
- Students in the 20-24 years of age group represent 30.3% of the general student population at DVC, compared to 31.1% in basic skills English, 28.9% in basic skills Math, and 20.8% in ESL.
- Adult students of age 25 years and older represent 41.4% of the general student population at DVC, compared to only 29.4% in basic skills English and a much smaller percentage of only 20.2% in basic skills Math. In contrast, more than 70% of the students enrolled in ESL are adult learners of age 25 years and older. Once again, the numbers for ESL confirm the earlier observation regarding the immigrant population in Califor-

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nia and DVC service area. One would expect the immigrant population to be of an older rather than a younger age.

- While men represent less than one half (44.5%) of the general student population at DVC, their percentages in basic skills courses are different. Men enroll in larger numbers (50.0%) in basic skills English but represent smaller numbers in basic skills Math (41.7%) and ESL (33.5%).
- In contrast, women represent the majority of enrollees in ESL (62.1%) and in basic skills Math (54.9%).
- Whites represent the dominant ethnic group in DVC's general population (54.1%) and in basic skills Math (46.0%). However, whites represent one third (33.4%) of students enrolled in basic skills English and a much smaller percentage (18.4%) in ESL.
- Within the broadly-defined group of underprepared students, one can disaggregate the group into ESL, English basic skills, and Math basic skills. Asians comprise 33.3% of the students enrolled in ESL, compared to 19.6% in basic skills English, and 10.8% in basic skills math. The smaller percentage for Asians enrolled in basic skills Math confirms the popular notion of their high level of academic preparation in this area.
- African Americans are overrepresented in basic skills Math (11.6%) and basic skills English (9.1%), compared to their proportionate share of DVC's general student population (4.8%).
- Hispanics represent the second largest ethnic group in ESL (27.7%) and basic skills mathematics (18.3%). Their representation in basic skills English is 14.5% and in DVC's general student population, only 10.0%.

The statistics just discussed are presented in pie charts on the next few pages.

Figure 4.1.2 Comparison of the Demographics of Basic Skills Students With Those of DVC as a Whole, Fall 2001

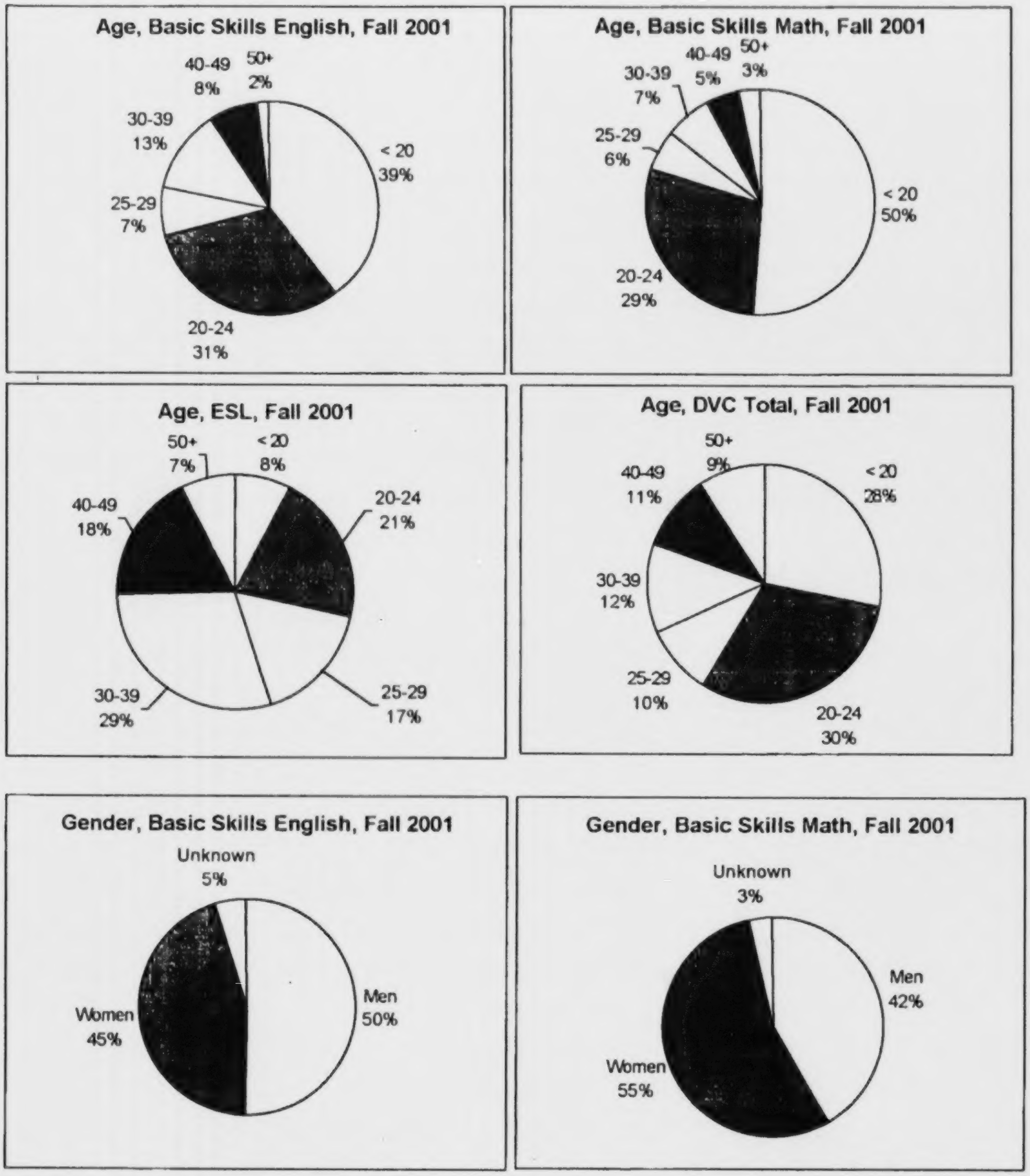
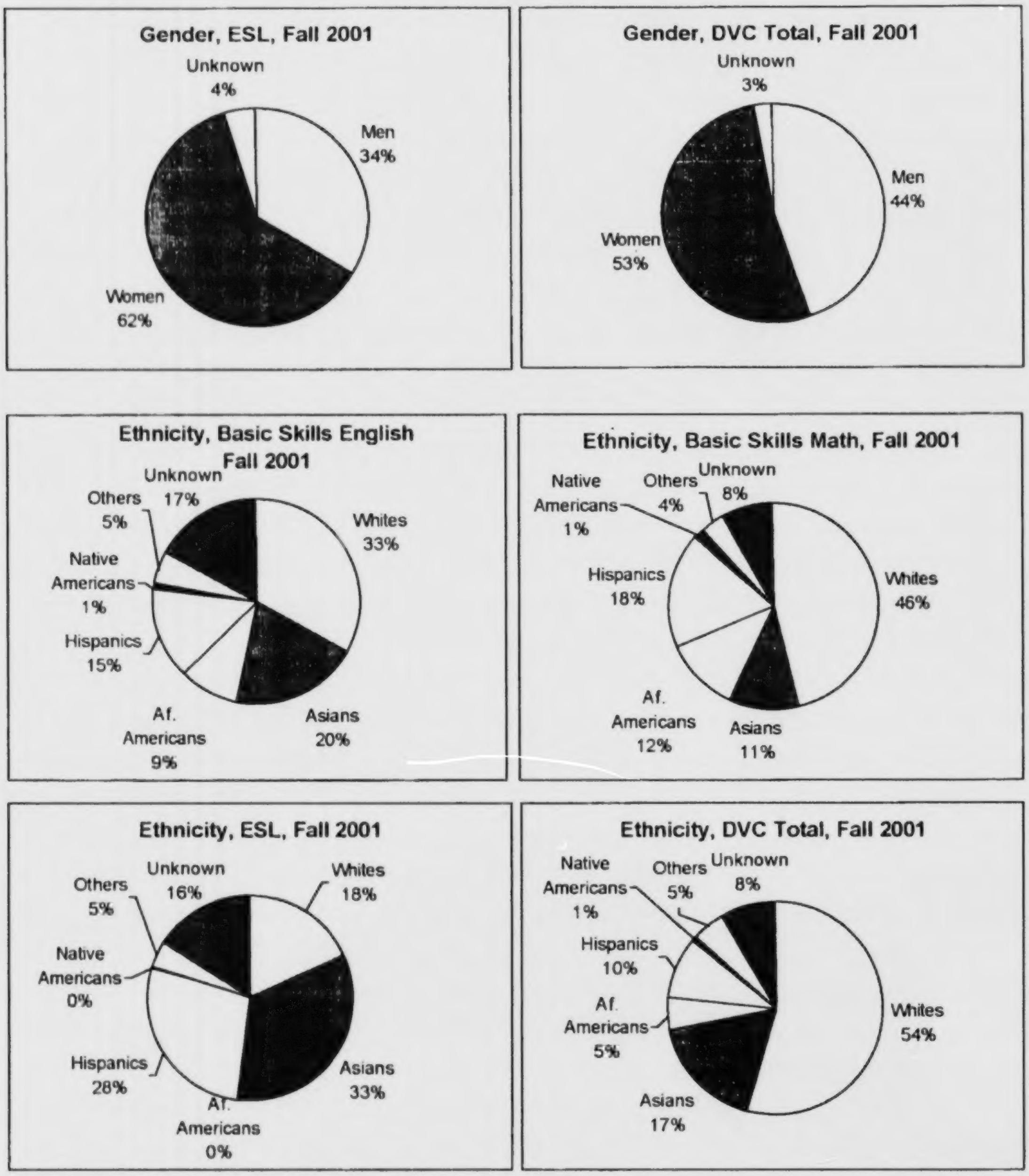


Figure 4.1.2 Comparison of the Demographics of Basic Skills Students With Those of DVC as a Whole, Fall 2001 (Continued)



In summary, the demographic distribution of students in basic skills courses presents some interesting contrasts to the general student population at DVC. Younger students enroll more in basic skills Math and basic skills English, while older adults enroll in ESL. Women enroll more in ESL and basic Math, while men enroll more in basic English. Whites represent the dominant ethnic group in basic skills math, while Asians and Hispanics are the dominant groups in ESL. African Americans are overrepresented in basic skills Math and basic skills English compared to their proportionate representation to the general student population at DVC.

2. Performance of Underprepared Students at DVC

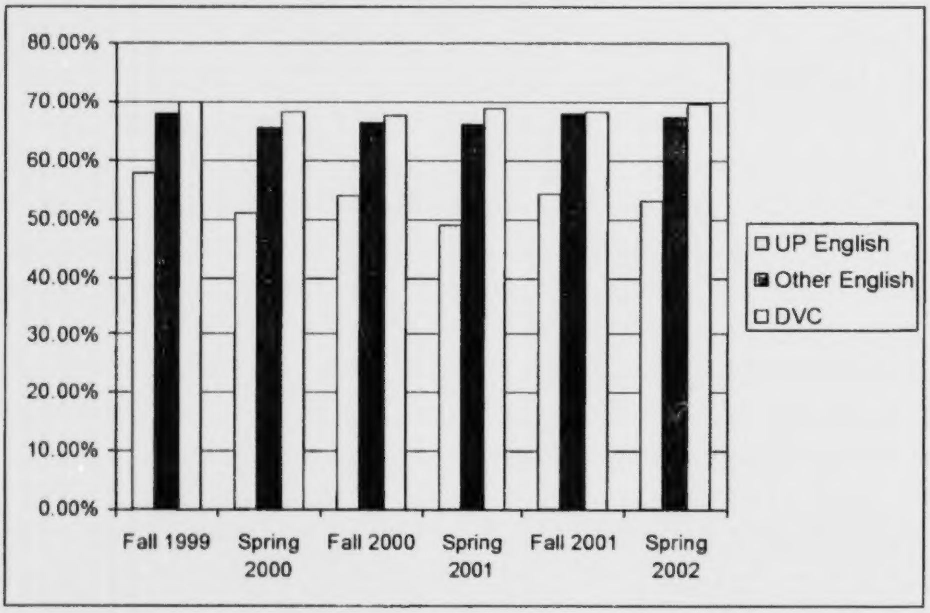
The performance of students enrolled in basic skills courses represents a sharp contrast to the performance of students in the general population at DVC. Examination of data for the past three years (1999-00 to 2001-02) indicates the existence of a gap in the success rate (grades of A, B, C, and CR) of students enrolled in basic skills courses compared to that of DVC students.

Table 4.2.1 Success Rates, Fall 1999 to Spring 2002

Subject/Group	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	3-Year
UP English	57.73%	51.10%	53.93%	48.90%	54.19%	53.03%	53.28%
Other English	67.99%	65.41%	66.46%	66.15%	68.02%	67.45%	66.95%
Total English	67.35%	64.45%	65.52%	65.17%	67.26%	66.76%	66.13%
UP Math	56.49%	55.31%	56.15%	61.07%	49.52%	39.33%	52.62%
Other Math	57.57%	54.02%	54.63%	55.02%	55.27%	57.85%	55.73%
Total Math	57.49%	54.10%	54.74%	55.37%	54.86%	57.02%	55.60%
ESL	68.17%	66.17%	67.42%	60.24%	61.79%	67.75%	65.15%
Total UP	61.81%	59.22%	60.16%	57.61%	56.73%	59.15%	59.11%
DVC	**69.83%**	**68.07%**	**67.66%**	**68.70%**	**68.10%**	**69.80%**	**68.68%**

Source: Datatel

Figure 4.2.1 Success Rates for Underprepared, Other English, and DVC, 1999 to 2002



Source: Datatel

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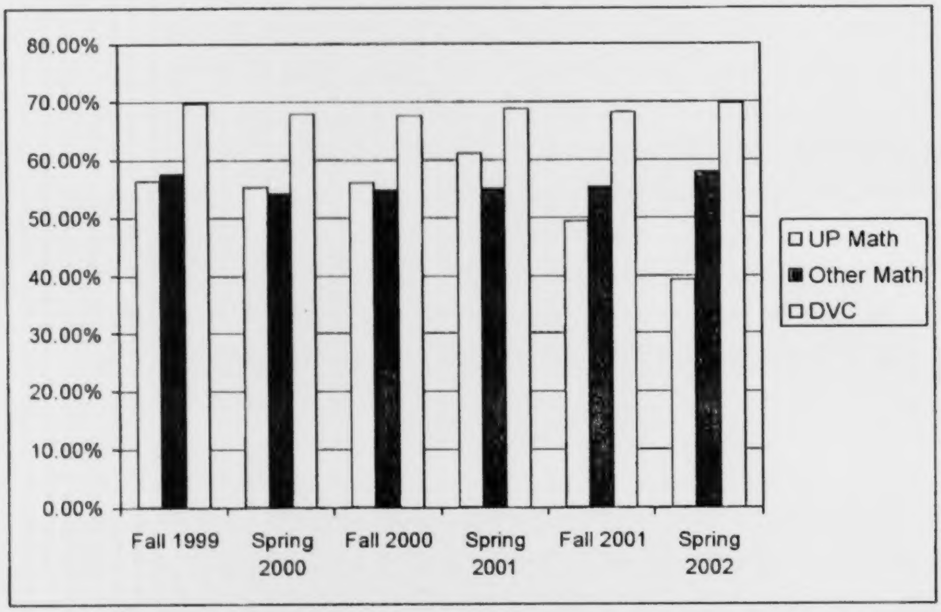
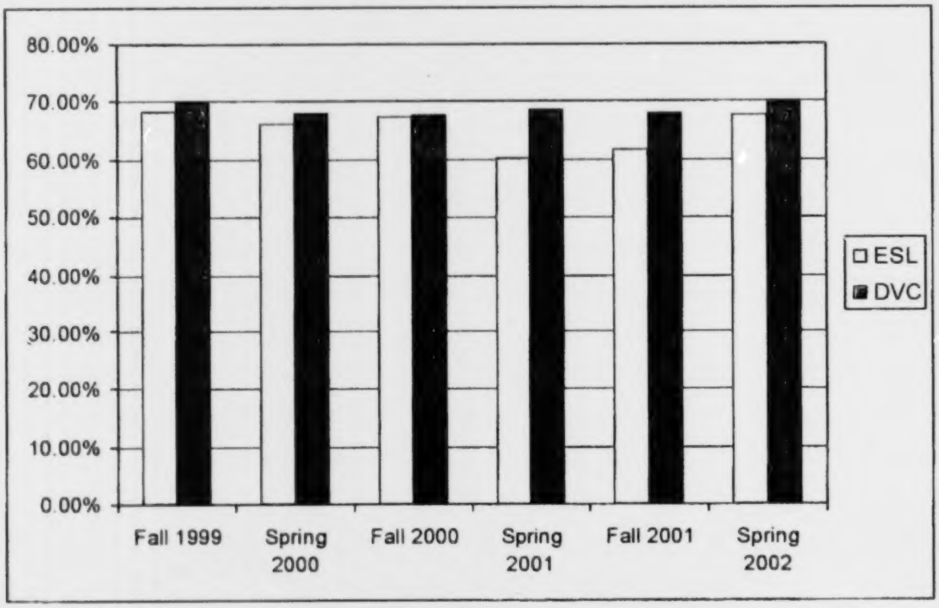
Figure 4.2.2 Success Rates for Underprepared Math, Other Math and DVC, 1999 to 2002



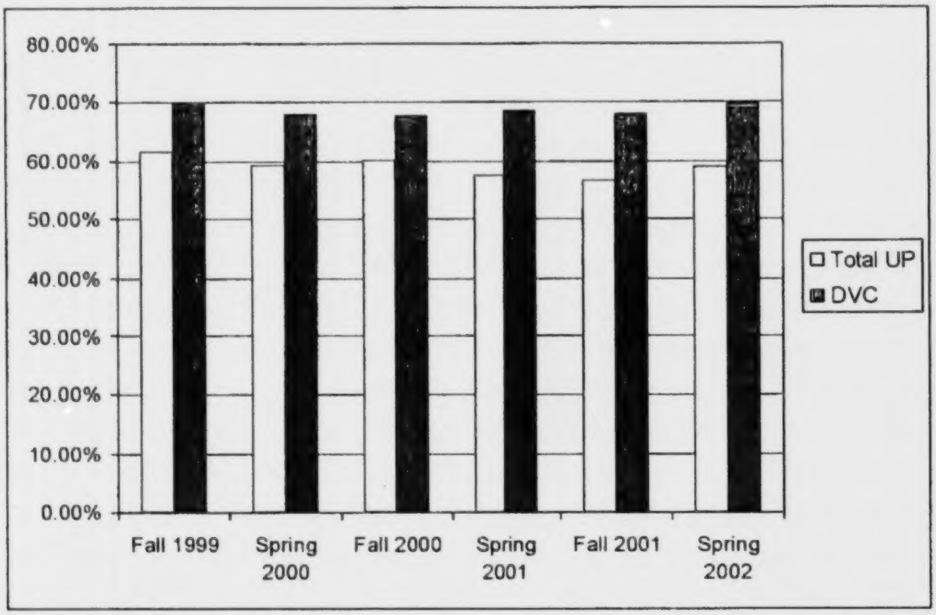
Source: Datatel

Figure 4.2.3 Success Rates for ESL and DVC, 1999 to 2002



Source: Datatel

Figure 4.2.4 Success Rates for All Underprepared Students and for DVC, 1999 to 2002



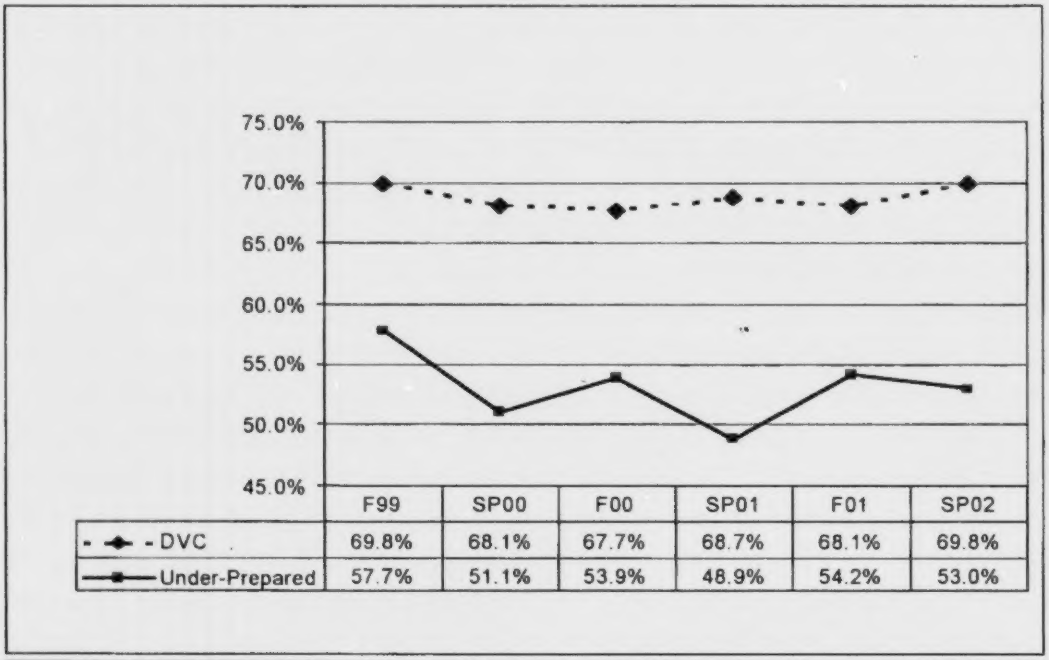
Source: Datatel

Table 4.2.1 and Figures 4.2.1-4.2.4 indicate that the gap in the success rate is wider for Math and English but narrower for ESL. The following observations relate to the average success rates for six terms (fall 1999 to spring 2002). During this period, DVC's average success rate was 68.68%.

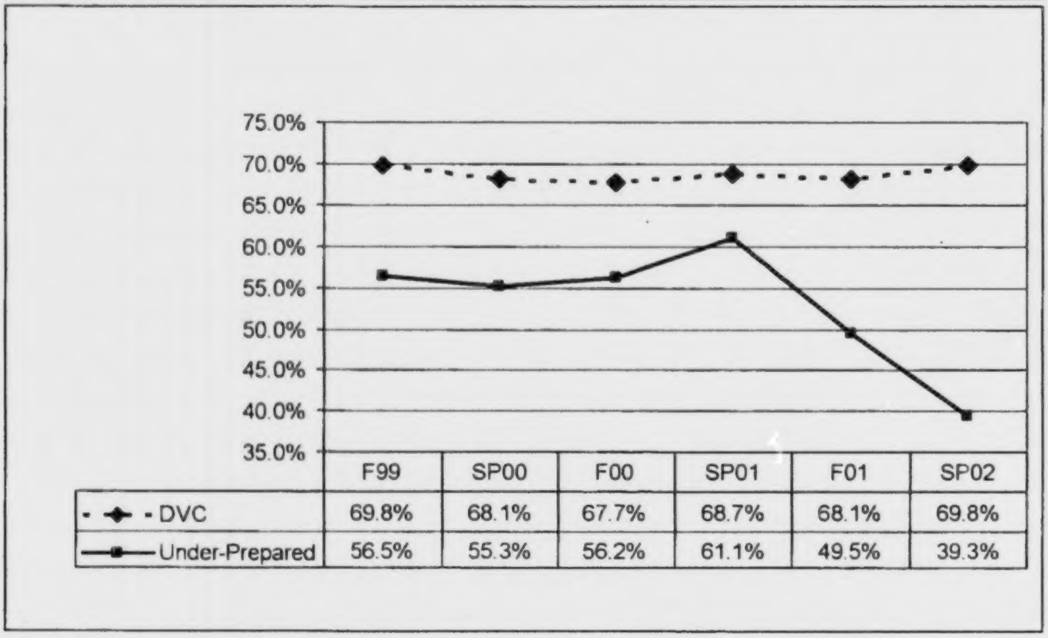
- The average success rate in basic skills English was 53.3%, compared to an average success rate of 67.0% for other English courses. The gap between the two success rates was 13.7%. In comparison with DVC, the gap was 15.4%.
- The average success rate in basic skills Math was 52.6%, compared to an average success rate of 55.7% for other Math courses. The gap between the two success rates was 3.1%; in comparison with DVC the gap was 16.1%. (It should be noted, however, that the success rate in basic skills Math was higher than the success rate in other Math courses for three terms, spring 2000 to spring 2001.)
- The average success rate for ESL was 65.15% compared to an average success rate of 67.0% in other English courses. The gap between the two success rates was 1.8%; in comparison with DVC, the gap was 3.5%.

In summary, students enrolled in basic skills courses performed at a much lower level than that of the general student population at DVC. The gap in the success rate was as much as 15.4%. The college should make every effort to narrow these gaps. (See Figures 4.2.5-4.2.8 on the next two pages.)

Figure 4.2.5 Success Rates for Underprepared English and for DVC, 1999 to 2002

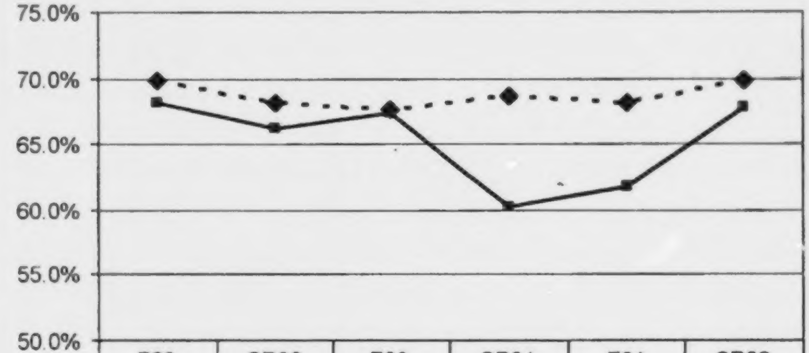


	F99	SP00	F00	SP01	F01	SP02
- ◆ - DVC	69.8%	68.1%	67.7%	68.7%	68.1%	69.8%
—■— Under-Prepared	57.7%	51.1%	53.9%	48.9%	54.2%	53.0%



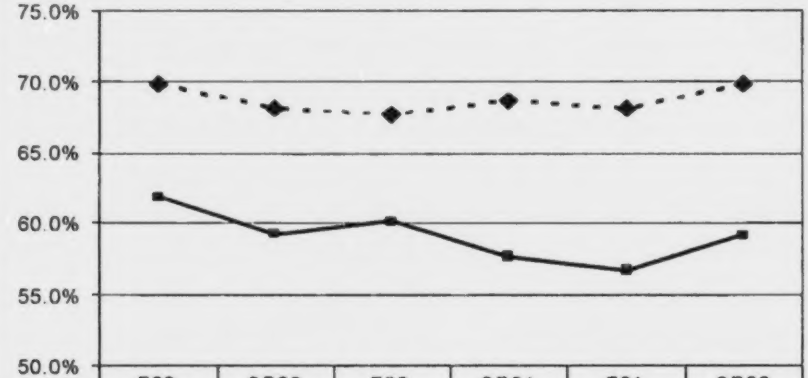
	F99	SP00	F00	SP01	F01	SP02
- ◆ - DVC	69.8%	68.1%	67.7%	68.7%	68.1%	69.8%
—■— Under-Prepared	56.5%	55.3%	56.2%	61.1%	49.5%	39.3%

Figure 4.2.7 Success Rates for ESL Students and for DVC, 1999 to 2002



	F99	SP00	F00	SP01	F01	SP02
- ◆ - DVC	69.8%	68.1%	67.7%	68.7%	68.1%	69.8%
—■— Under-Prepared	68.2%	66.2%	67.4%	60.2%	61.8%	67.8%

Figure 4.2.8 Success Rates for All Underprepared Students and for DVC, 1999-2002



	F99	SP00	F00	SP01	F01	SP02
- ◆ - DVC	69.8%	68.1%	67.7%	68.7%	68.1%	69.8%
—■— Under-Prepared	61.8%	59.2%	60.2%	57.6%	56.7%	59.2%

3. Improvement Rates: California, Peer Colleges and DVC

The basic skills improvement rate is a state-calculated rate that indicates the progress of underprepared students in completing higher-level courses in the same area of study within a period of three years. Completion of higher-level courses is tracked throughout the California Community College system regardless of the student enrollment away from the home institution. Data for the basic skills improvement rate are available for eight years (or eight cohorts), 1992-93 to 1994-95 through 1999-00 to 2001-02.

Table 4.3.1 and the accompanying figures present the information on the basic skills improvement rate for DVC, the state's community colleges and DVC's peer institutions. The data source is the State Chancellor's Office MIS Department. Examination of data provides the following observations.

- Since 1995-96, the state's basic skills improvement rate stood at approximately 25%, meaning that one-fourth of the students enrolled in all basic skills courses completed higher-level courses in the same discipline within a period of three years.
- The lowest basic skills improvement rate in the state was attained for the student cohort of 1994-95, when the rate dropped to only 18.55%. Since then, the rate rose to 28.4 in 1995-96, then 28.8 in 1996-97, where it remained through 1999-00.
- DVC's basic skills improvement rate has historically been higher than that of the state. Since 1994-95, the rate has increased steadily to reach 32.45% for the cohort of 1999-00 to 2001-02. In effect, one of every three underprepared students completed at least one higher-level course in the same discipline within three years, compared to only one out of every four in the state.
- DVC's rank among its peers has improved steadily since 1995-96. From being in the last (sixth) position among its peers in 1995-96, DVC ranked second in 1998-99 and 1999-00, behind only DeAnza. Historically, DeAnza has had a basic skills improvement rate that has been twice as high as that of the state. The explanation for this phenomenal rate is not readily available at this time despite several inquiries that were directed to the State Chancellor's MIS Office and to DeAnza.
- DVC's improvement in rank among its peers may be attributed to multiple efforts by the faculty and staff of DVC, including quality teaching, adaptive learning activities, motivational courses, improved counseling, tutoring, and various student services.

Table 4.3.1 Basic Skills Total Improvement Rates for DVC, Peer Community Colleges and California, 1992/93 to 2001/02

Years	DVC	American River	DeAnza	Fresno City	Orange Coast	San Diego Mesa	State CC
1992-93 to 1994-95	**27.1%**	21.3%	47.8%	25.9%	27.2%	33.4%	20.9%
1993-94 to 1995-96	**25.7%**	21.3%	47.5%	25.7%	32.5%	34.5%	22.0%
1994-95 to 1996-97	**21.0%**	17.8%	44.3%	22.7%	33.3%	27.9%	18.6%
1995-96 to 1997-98	**25.4%**	25.5%	45.9%	29.8%	37.0%	28.7%	24.4%
1996-97 to 1998-99	**26.8%**	23.4%	44.6%	32.0%	33.0%	26.8%	24.8%
1997-98 to 1999-00	**28.6%**	22.6%	46.9%	23.7%	29.8%	27.2%	24.8%
1998-99 to 2000-01	**30.1%**	22.5%	46.1%	26.0%	27.2%	26.1%	24.8%
1999-00 to 2001-02	**32.5%**	24.2%	47.1%	29.6%	26.9%	25.2%	24.8%

Source: State Chancellor's MIS Department, October, 2002

Figure 4.3.1 DVC Total Basic Skills Improvement, 1992 to 2002

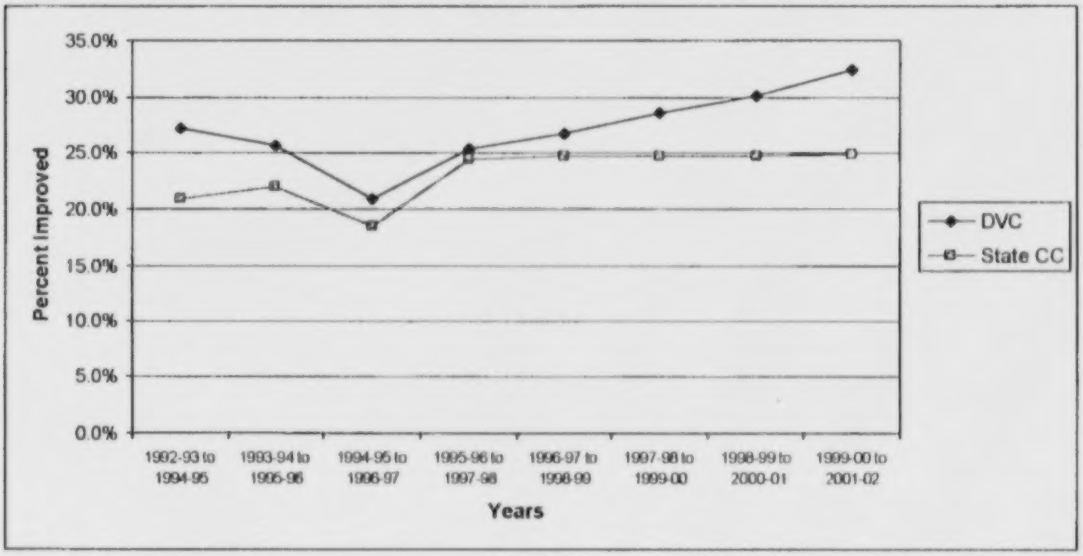


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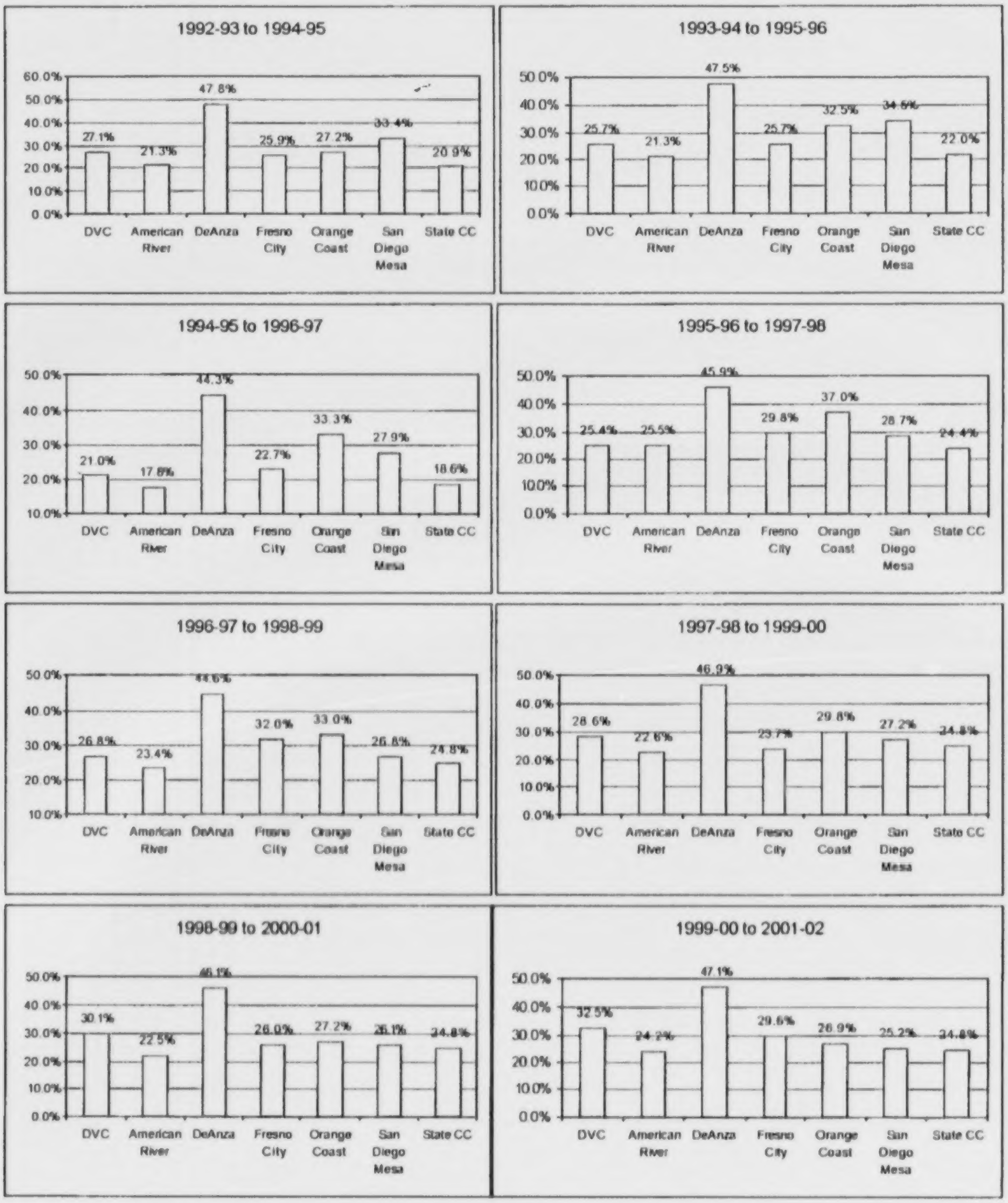
Figure 4.3.2 Basic Skills Total Improvement Rates for DVC, Peer Community Colleges and State, 1992-93 to 2001-02



In addition to the examination of the overall basic skills improvement rate, it may be useful to examine the improvement rate for each of the components, namely, English and Math. Since the improvement rate is a state-calculated rate, the state chose to combine basic skills English and ESL together in one single rate. In effect the focus in the following section will be on two improvement rates (English and mathematics).

Table 4.3.2 Basic Skills Improvement Rates in English and Mathematics for DVC and California, 1992/93 to 2001/02

Years	English		Math		Total	Rank
	DVC	State	DVC	State		
1992-93 to 1994-95	29.8%	22.2%	25.2%	18.9%	27.1%	27
1993-94 to 1995-96	28.9%	23.4%	23.0%	19.7%	25.7%	44
1994-95 to 1996-97	23.8%	20.0%	18.4%	16.1%	21.0%	49
1995-96 to 1997-98	28.0%	26.0%	23.2%	22.0%	25.4%	57
1996-97 to 1998-99	27.7%	25.8%	26.0%	23.4%	26.8%	49
1997-98 to 1999-00	30.1%	25.5%	27.2%	23.7%	28.6%	37
1998-99 to 2000-01	32.4%	25.4%	27.6%	23.9%	30.1%	28
1999-00 to 2001-02	35.0%	25.1%	29.1%	24.5%	32.5%	21

Source: State Chancellor's MIS Department, October, 2002

Figure 4.3.3 DVC Basic Skills Improvement Rates in English and Mathematics, 1992 to 2002

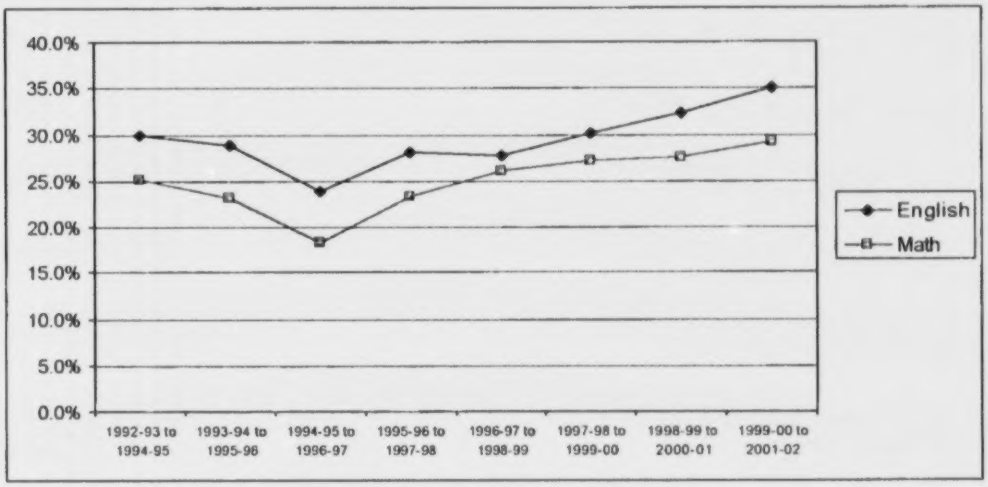


Figure 4.3.4 Basic Skills Improvement in English for DVC and California Community Colleges, 1992 to 2002

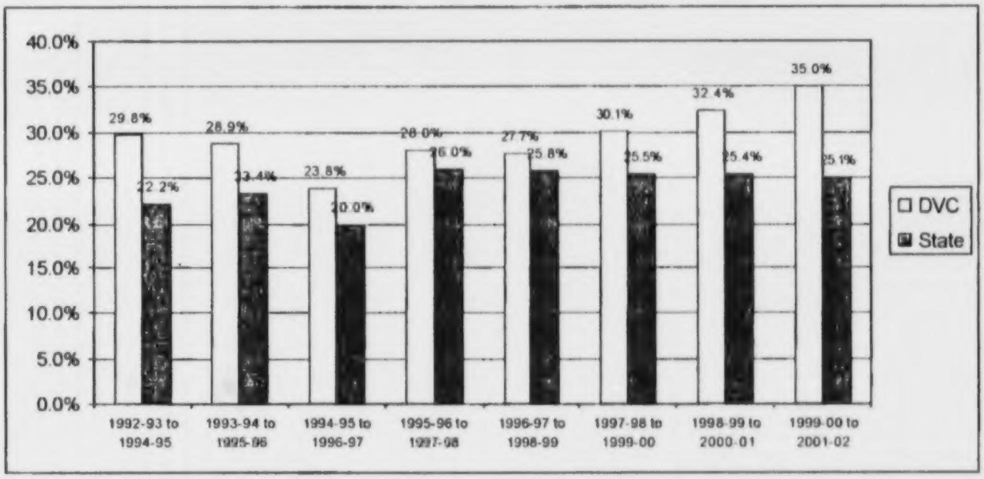
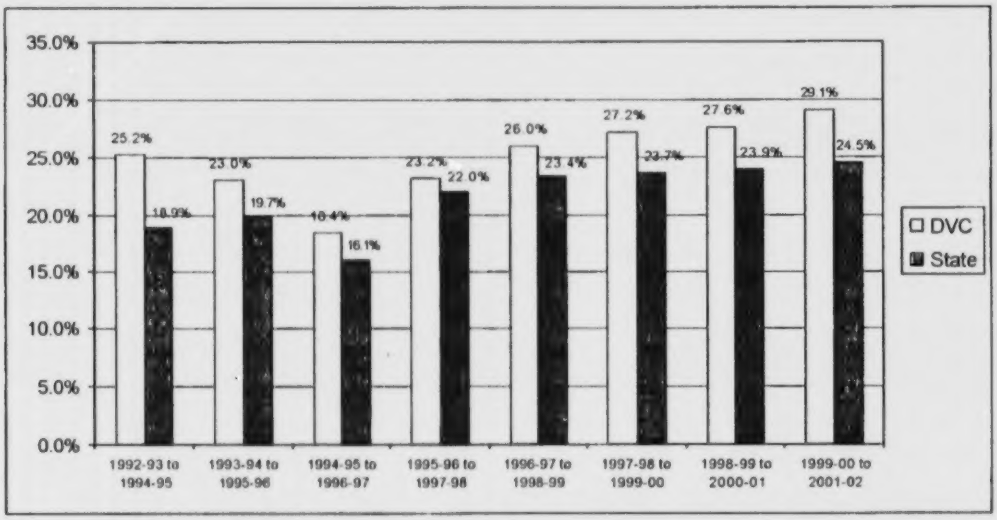


Figure 4.3.5 Basic Skills Improvement in Mathematics for DVC and California Community Colleges, 1992 to 2002

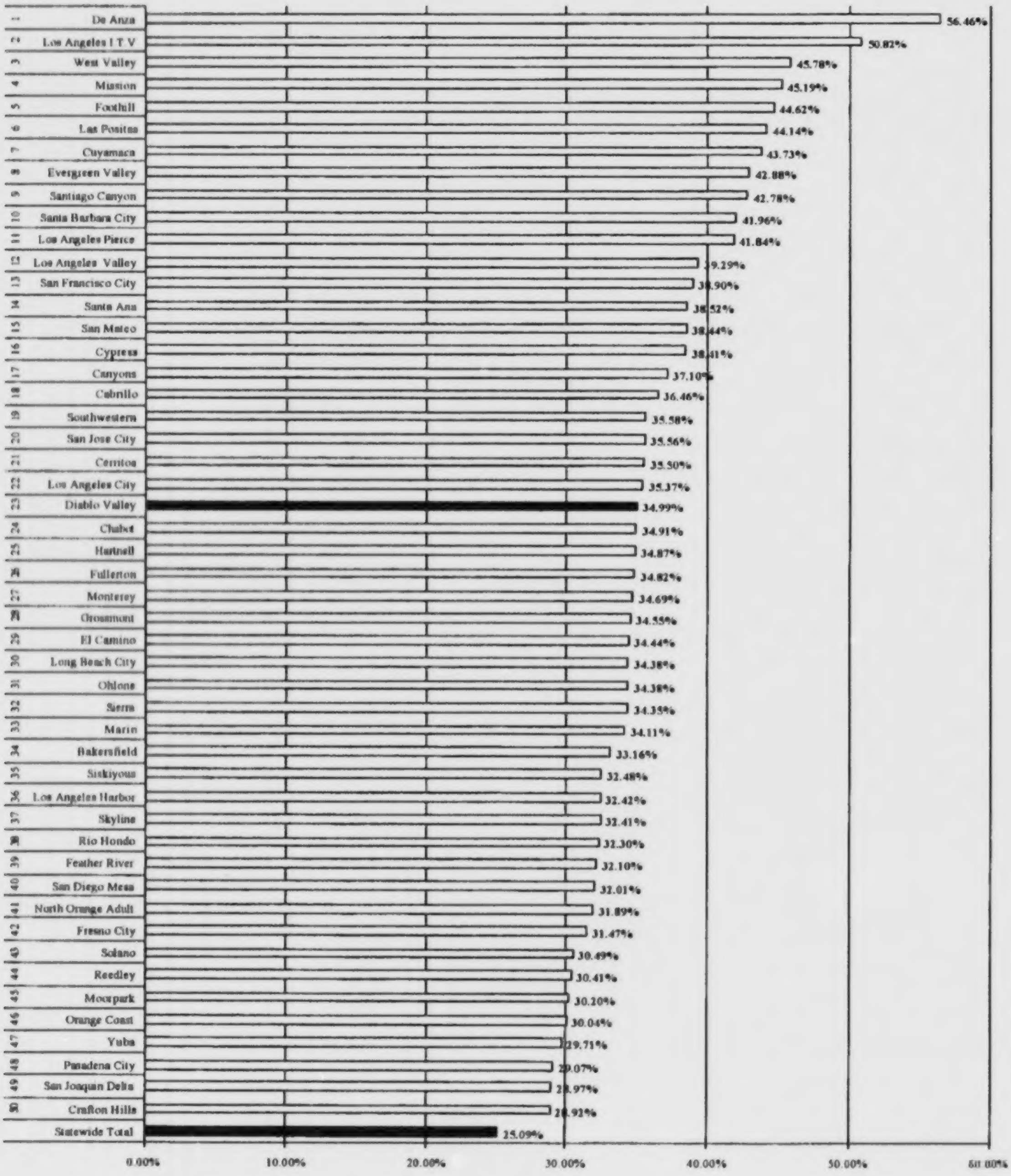


An examination of data in Table 4.3.2 and Figures 4.3.3-4.3.5 provides the following observations:

- DVC's basic skills improvement rate in English was 35.0% in 1999-00, compared to only 25.1% for the state, a gap of approximately 10 points.
- DVC's basic skills improvement rate in mathematics was 29.1% in 1999-00, compared to 24.5% for the state, a gap of 4.5 points.
- DVC's basic skills improvement rate in English has historically been higher than that of mathematics. The gap between the two rates has consistently grown wider since 1996-97. In 1999-00, the basic skills improvement rate in English was 35.0%, compared to 29.1% in Math—a gap of approximately 6 points.
- DVC's rank among California's 108 community colleges has improved steadily since 1995-96. From a ranking in the bottom half (57th) of California community colleges in 1995-96 to a ranking in the top one-fifth (21st) in 1999-00.

Figures 4.3.6 through 4.3.8 on the following pages provide a view of the PFE English, mathematics and total basic skills improvement ranking of the top 50 California community colleges, 1999-00 to 2001-02. The data source is the California Community Colleges Chancellor's Office MIS Department.

Figure 4.3.6 Top 50 California Community Colleges Ranked by Basic Skills Improvement Rate in English, 1999-00 to 2001-02



DVC ranked 23rd in English basic skills improvement rate.

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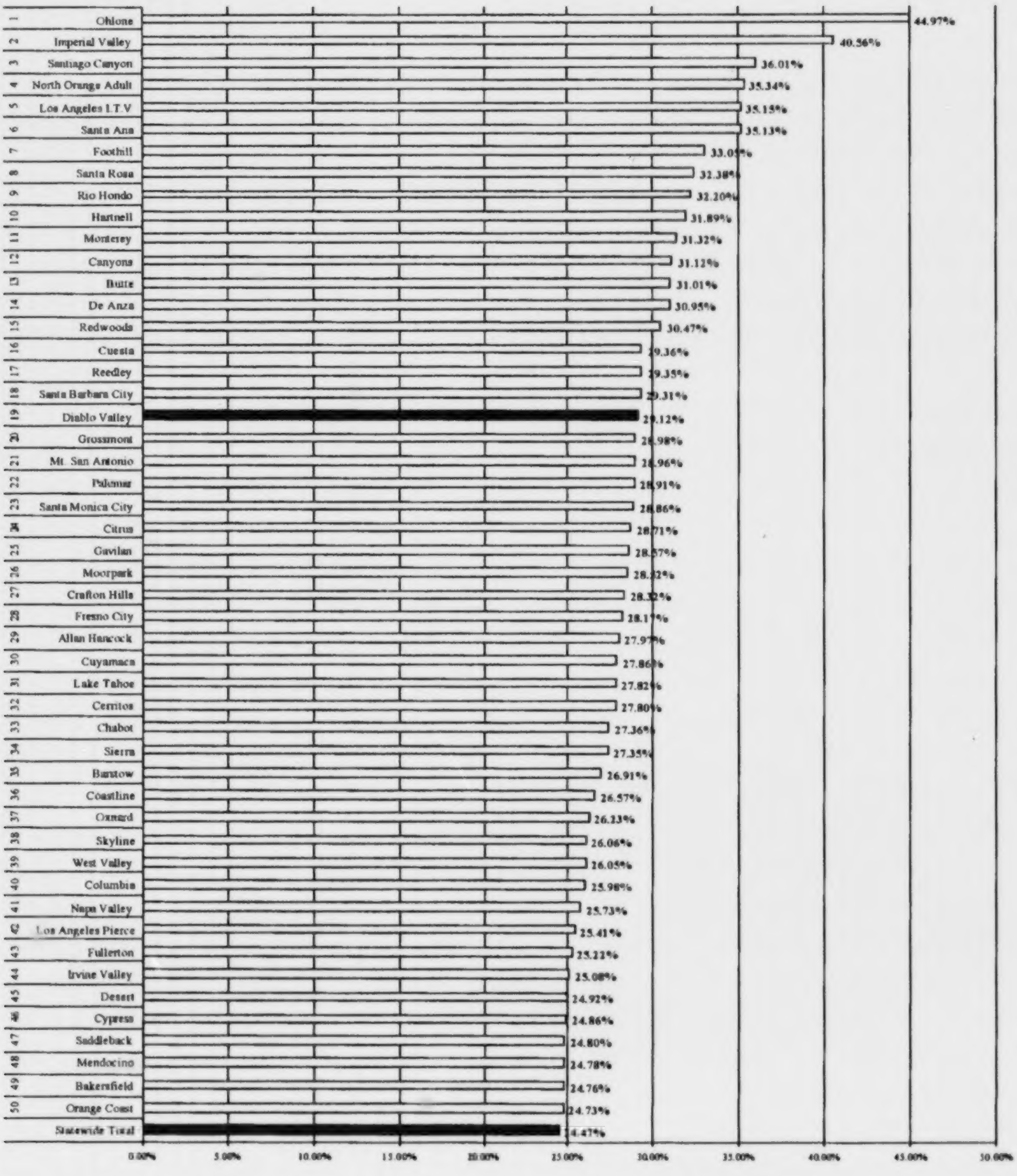
Figure 4.3.7 Top 50 California Community Colleges Ranked by Basic Skills Improvement Rate in Mathematics, 1999-00 to 2001-02



DVC ranked 19th in Math basic skills improvement rate. The ranking for math was higher than that of English despite the fact that the improvement rate for Math was lower than that of English.

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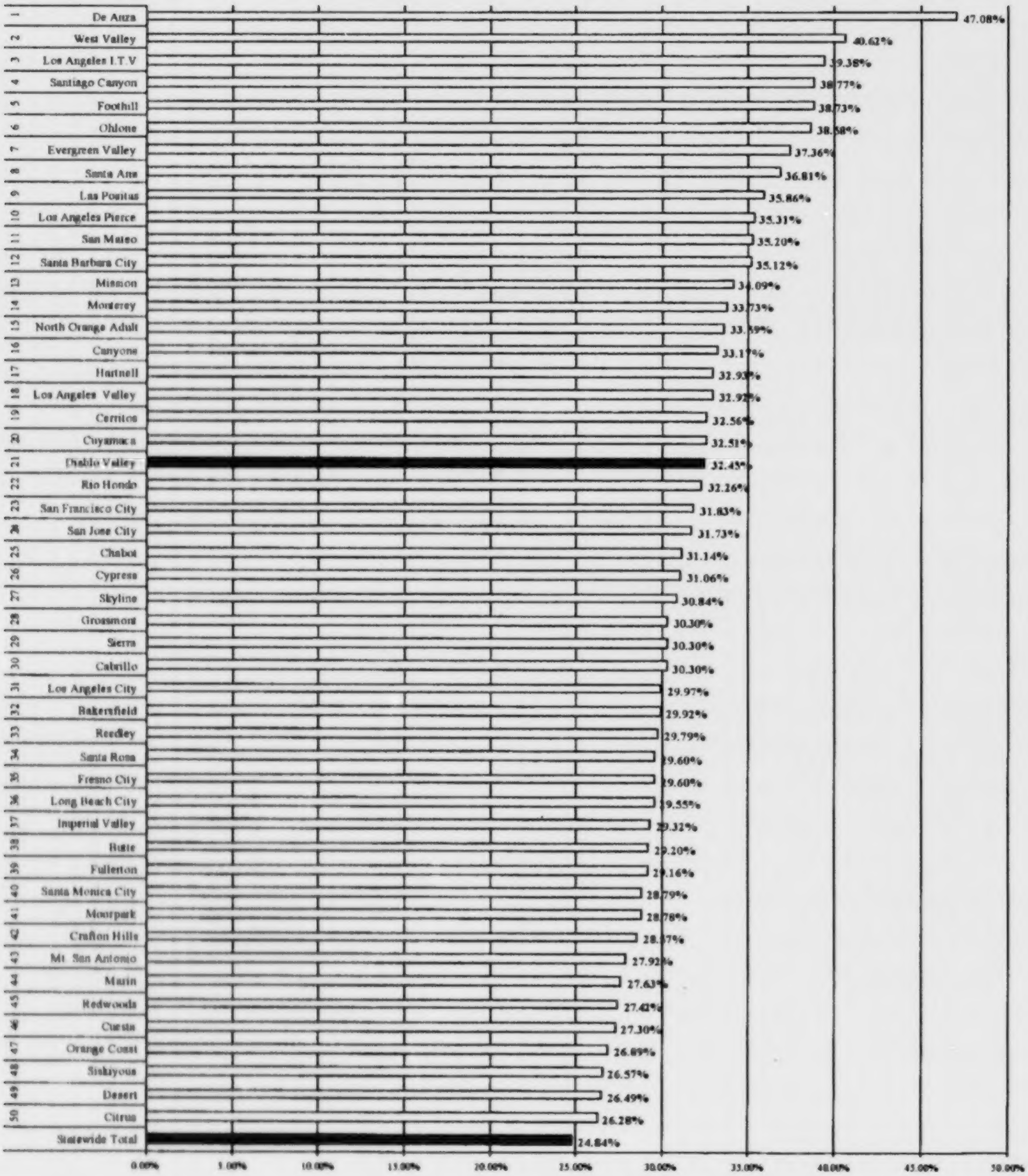
Figure 4.3.8 Top 50 California Community Colleges Ranked by Total Basic Skills Improvement Rate, 1999-00 to 2001-02



DVC ranked 21st in overall basic skills improvement rate in the state.

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4. Persistence of Underprepared Students at DVC

This section of the report addresses the issue of persistence of underprepared students into higher-level courses in the same discipline. The basic skills persistence rate represents the percentage of students enrolled in a basic skills course who were able to complete (with a grade of 'C' or better) a higher level course at DVC within two years. The differences between the basic skills persistence rate and the basic skills improvement rate are as follows:

- The persistence rate covers a period of only two years, in contrast to the three years covered by the improvement rate. Datatel is a relatively new system at DVC that can provide data for only two full years.
- The persistence rate provides detailed course-by-course data, compared to the aggregate data provided by the improvement rate.
- The persistence rate provides data for two or more high-level courses in the same discipline, while the improvement rate is related to only one level. For example, the persistence rate in basic skills English (English 096 and 098) provides information on the success of students who completed one higher level of English (English 116 and 118) as well as two levels higher (English 122). In contrast, the basic skills improvement rate provides information on successful completion at only the next level. This level could be English 116, 118, 122 or their equivalents.
- The persistence rate addresses completion of higher-level courses at DVC only (with data compiled by the DVC Office of Planning, Research, and Student Outcomes), while the improvement rate includes data from all publicly-supported community colleges in California (with data compiled by the California Community Colleges Chancellor's Office).
- The persistence rate provides more accurate data since it is tied up with courses that have been defined and coded as basic skills. In contrast, the state's data may be subject to questions because of possible incorrect coding that was rectified only in the fall of 2001.

In summary, the basic skills persistence rate may corroborate or negate the findings of the basic skills improvement rate.

Table 4.4.1 Persistence Rate for Selected Basic Skills English and ESL, 1999-00 to 2000-02*

Course		Total Enrollment in Basic Skills	Persistence Rate for Two Years		
			English 116	English 118	English 122
English 096	%		36.8%	30.4%	24.7%
	No.	247	91	75	61
English 098	%		33.0%	40.7%	28.1%
	No.	221	73	90	62
Total English	**%**		**35.0%**	**35.3%**	**26.3%**
	No.	**468**	**164**	**165**	**123**
ESL 096A	%		31.6%	30.5%	20.1%
	No.	174	55	53	35
ESL 098A	%		35.9%	38.5%	26.9%
	No.	156	56	60	42
	%		**33.6%**	**34.2%**	**23.3%**
Total ESL	**No.**	**330**	**111**	**113**	**77**
Grand Total for B.Sk. English and ESL	**%**		**34.5%**	**34.8%**	**25.1%**
	No.	**798**	**275**	**278**	**200**

*End of term data

Table 4.4.2 Persistence Rate for Selected Basic Skills Mathematics, 1999-00 to 2000-02*

Course		Total Enrollment in Basic Skills	Persistence Rate for Two Years		
			Math 110 110A 110B	Math 120 120A 120B	Math 121 124 135 142 181
Math 065	%		15.4%	8.8%	3.3%
	No.	91	14	8	3
Math 066	%		27.8%	7.4%	1.9%
	No.	108	30	8	2
Math 075	%		32.3%	14.2%	5.2%
	No.	344	111	49	18
Grand Total for Basic Skills Math	**%**		**28.5%**	**12.0%**	**4.2%**
	No.	**543**	**155**	**65**	**23**

*End of term data

Table 4.4.3 Total Persistence Rate for Basic Skills, 1999-00 to 2000-02

Total Enrollment in Basic Skills English, ESL and Math	No. Who Persisted Into One Level Above Basic Skills	Total Persistence Rate
1,341	433	32.29%

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The data in Tables 4.4.1, 4.4.2, and 4.4.3 are drawn from Datatel. Table 4.4.1 provides information on the persistence rates for the following four basic skills English and ESL courses:

- English 096, Introduction to College Reading
- English 098, Introduction to College Writing
- ESL 096A, Introduction to College Reading
- ESL 098A, Introduction to College Writing

The persistence rate is tracked from these four basic skills courses into two levels above basic skills:

Level 1, Developmental English

- English 116, College Reading Development
- English 118, College Writing Development

Level 2, College-level English

- English 122, Freshman English Composition and Reading

Table 4.4.2 provides information on the persistence rate for the following three basic skills Math courses (Math 73 was not instituted until Fall 2001):

- Math 065, Arithmetic and Problem Solving
- Math 066, Pre-Algebra and Problem Solving
- Math 75, Arithmetic and Pre-Algebra

The persistence rate is tracked from these three basic skills Math courses into three levels of mathematics above basic skills:

Level 1, Developmental Math—Basic

- Math 110, Elementary Algebra
- (Math 110A and 110B are self-paced courses.)

Level 2, Developmental Math—Advanced

- Math 120, Intermediate Algebra
- (Math 120A and 120B are self-paced courses.)

Level 3, College-level Math

- Math 121, Plane Trigonometry
- Math 124, Mathematics for Liberal Arts
- Math 135, College Algebra
- Math 142, Elementary Statistics with Probability
- Math 181, Finite Mathematics

The examination of the data in Tables 4.4.1 through 4.4.3 reveals the following:

- The persistence rate for English (096 and 098) at one level above basic skills (English 116 and 118) was 35%, while the persistence rate at two levels above basic skills (English 122) was 26%. These data mean that within two years after the initial enrollment in basic skills English courses, 35% of the students were able to complete developmental-level English successfully, while 26% of them completed college-level English.
- The comparable persistence rates for ESL courses were 34% at one level above basic skills and 23% at two levels above basic skills. In effect, students enrolled in ESL courses had slightly lower persistence rates than those in basic skills English. However, college-level English classes are not necessarily a goal of ESL students.
- The persistence rates for math were 29% at one level above basic skills (Math 110), 12% at two levels above basic skills (Math 120), and 4% at three levels above basic skills (college-level courses). In effect within two years after the initial enrollment of students in basic skills Math, only 4% were able to successfully complete college-level Math courses.
- The overall persistence rate at one level above basic skills (32.29%) is almost identical to the state-computed basic skills improvement rate (32.45%) for DVC in 1999-2000. The detailed results for English and Math corroborate those computed by the state.

In summary, the persistence rates for basic skills Math were below those for English and ESL. More importantly, the percentage of underprepared students who successfully completed Math courses at two levels above that of basic skills (11.97%) was almost half of the comparable percentage for English and ESL (25.1%). Completing college-level mathematics in two years was even more problematic for the basic skills students. Bridging the math "divide" between the underprepared and the academically prepared students constitutes a serious challenge for the faculty and staff at all community colleges, including DVC. It is clear from the data that successful completion of Math courses constitutes the major obstacle for the underprepared students. However, the low persistence rate for mathematics may be due to the fact that basic skills students do not have a goal of pursuing college-level mathematics.

5. Underprepared Students: Summary and Implications

Community colleges in California are making giant strides—seeking out those who otherwise would have the narrowest hope of succeeding and giving them a real opportunity to participate in the state's economy and contribute to the society. For some students, community colleges are delivering a genuine chance to graduate from the University of California and California State University. For other students, success amounts to a skill and a job, and the community college is the link between them.

Some of the salient points made in this section include the following:

- Enrollment in basic skills courses as a percentage of total enrollment in California's community colleges has increased from 29.5% in 1992-93 to 36.2% in 1999-2000, with more than one half million students enrolled in basic skills courses in 1999-2000.
- At DVC, enrollment in basic skills as a percentage of total enrollment accounts for only 15%, with 3,341 students enrolled in basic skills in 1999-2000.
- The growing trend for higher enrollment in basic skills is due to a multiplicity of factors, including the changing face of California due to the growth in immigration and the lack of college academic preparation.
- More than 50% of the students enrolled in basic skills Math and approximately 40% of the students enrolled in basic skills English are of a young age (less than 20 years old). In contrast, 70% of the students enrolled in ESL courses were adult learners of age 25 years and older.
- White students represent approximately one-half of the students enrolled in basic skills Math and one-third of the students in basic skills English; Asians and Hispanics were the dominant ethnic groups in ESL. On the other hand, African Americans and Hispanics had a disproportionately larger representation in basic skills Math and basic skills English, compared to their representation in the general student population at DVC.
- The gap between the success rate for underprepared students and that of DVC as a whole appears to be widening, with approximately 11 percentage points separating the two groups in fall 2001, compared to only 8 percentage points in fall 1999.
- The success rate for basic skills mathematics is the lowest among all three areas of basic skills. Mathematics constitutes the greatest hurdle for underprepared students.
- DVC's total basic skills improvement rate (percentage of students enrolled in basic skills who successfully complete a higher-level course in the same discipline within three years) has moved up each year between 1994-95 (20.96%) and 1999-2000 (32.45%). Historically, the overall improvement rate for DVC has been higher than that of the state.
- DVC's rank among California's 108 community colleges has improved dramatically from 57th in 1995-96 to 21st in 1999-00.
- DVC's rank among its peer institutions with respect to the basic skills improvement rate has improved as well. For two consecutive years (1998-99 and 1999-2000, DVC has ranked second, behind DeAnza.

- Within two years, 26% of the students enrolled in basic skills English at DVC were able to complete a standard college-level English course successfully. The comparable numbers for ESL and basic skills mathematics were 23% and only 12% respectively.

Moving beyond the data examined in this report, the literature on basic skills education raises the following points. Enhancing the success of underprepared students as well as the success of all students requires bold initiatives that should be implemented on a systematic basis. Some of the policy implications include the following:

- Engage in continuous staff training and professional development for the faculty and staff working with underprepared students. Faculty and staff need the expertise to teach and inspire increasingly diverse Californians, including the underprepared students.
- Accommodate diverse learning styles through a variety of instructional formats.
- Integrate a counseling component into the structure of basic skills education. Furthermore, integrate study skills with curricular content.
- Institute successful collaborations between service area high schools and the college.
- Seek additional funding to ensure that basic skills education is funded at a level that ensures successful results.
- Mathematics requirements and teaching styles need to be carefully reviewed. There are needs for adjustments in mathematics curricular expectations and major improvements in high school preparation, among other possibilities. It would therefore be beneficial to invite business and industry leaders to help identify the mathematics components of the basic skills program.
- Outcome measures should be expanded to include practical ways to follow up with students to learn how many achieve degrees and/or obtain gainful employment.
- Examine the existing structure of the basic skills education program and make adjustments to reflect the best practices followed by the most effective programs around the country. More than three decades of research have provided a substantial body of knowledge to guide those who work with underprepared students.

Special Populations

International Students

Extended Opportunity Programs and Services

Disabled Students Programs and Services

San Ramon Valley Center

DVC Athletics

Summary and Implications

Section V: Special Populations

This section includes information on enrollment, demographics, and performance of special populations at DVC. These populations include international students, students enrolled in the Extended Opportunity Programs and Services (EOPS), those enrolled in the Disabled Students Programs and Services (DSPS; changed in Fall 2002 to Disability Support Services or DSS) and, for purposes of this publication, students at San Ramon Valley Center. Data in this section have been obtained from two main sources, namely the state chancellor's office Data Mart and the district Datatel system.

1. International Students

The US may be the best informed society on the globe, but we may not have the depth of understanding for our global neighbors. Certainly, the events of September 11 may cause us to seal ourselves in and close our doors to the rest of the world. However such policy will not enhance our security. In the long term, if we are to create a secure and peaceful world, our only choice is to learn to live beyond our self-imposed boundaries. But to do so we must become better informed as a nation, we must gain greater experience with and appreciation for those who live beyond our borders, and we must find ways for them to better understand and appreciate what we value and hope for in life.*

Many community colleges, including Diablo Valley College, have played an important role in creating a global learning environment on their campuses. Curriculum initiatives, study abroad programs, global affairs, and college partnerships are all critical to understanding our global neighbors. Perhaps, the most difficult connection in creating a truly global learning environment is attracting international students to community college classrooms. We know that once they arrive, they tend to be model students, motivated to learn, and eager to form friendships with their classmates. We also know the economic benefits of attracting international students to our communities, as they will typically spend more than $ 20,000 per year for tuition, fees, and living expenses.*

There are many factors involved in the recruitment and enrollment management of international students. Location, tuition and cost of living, quality of Website, attractive academic programs, and a spirited marketing team are but a few of the essential ingredients. Over the past few years, DVC made a serious investment in attracting international students. At the present time, international students constitute an important segment of the enrollment mosaic at the college. Enrollment of these students enhances the institutional diversity; enriches students experience regarding the culture of other people in the global village, and above all contributes to creating a secure and peaceful world.

The tables and charts that follow provide information about the profile of international students at DVC from three perspectives: enrollment trends, demographic characteristics, and academic performance.

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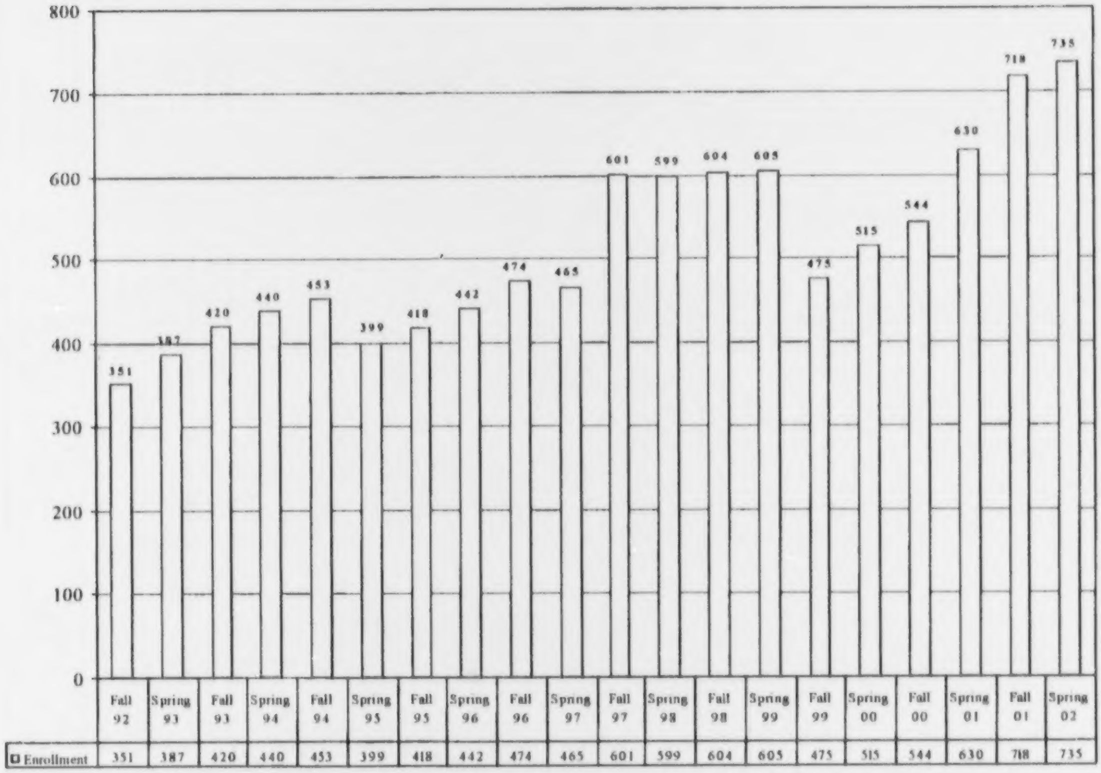
*Romano, Richard M. (2002). *Internationalizing the Community College*, Washington, D.C.: Community College Press.

Enrollment

Figure 5.1.1 Enrollment of International Students at DVC for Ten Years



	Fall 92	Spring 93	Fall 93	Spring 94	Fall 94	Spring 95	Fall 95	Spring 96	Fall 96	Spring 97	Fall 97	Spring 98	Fall 98	Spring 99	Fall 99	Spring 00	Fall 00	Spring 01	Fall 01	Spring 02
□ Enrollment	351	387	420	440	453	399	418	442	474	465	601	599	604	605	475	515	544	630	718	735

Comments: Enrollment of international students at DVC over the past 10 years has increased steadily despite the temporary declines in 1995, 1997 and 1999. The population of these students increased from 351 students in fall 1992 to 735 students in spring 2002. This represents a healthy enrollment growth (109.4%) within this period of ten years.

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Enrollment by Country

Table 5.1.1 Enrollment of International Students by Country, Fall 2000-Fall 2002

Rank for FA02	Country	FA00	FA01	FA02	Rank for FA02	Country	FA00	FA01	FA02
1	Japan	217	230	240	41	Chile	2	1	1
2	Indonesia	58	136	145	42	Czech Republic	2	1	1
3	South Korea	55	97	109	43	Ecuador	0	1	1
4	Hong Kong	35	69	50	44	Fiji	0	1	1
5	Taiwan	11	18	22	45	Italy	2	1	1
6	China	8	12	20	46	Kenya	1	1	1
7	Thailand	2	7	12	47	Lebanon	0	1	1
8	Peru	7	6	9	48	Scotland	1	1	1
9	India	5	7	8	49	Senegal	1	1	1
10	Brazil	6	6	7	50	South Africa	2	1	1
11	Poland	3	4	7	51	Sri Lanka	2	1	1
12	Germany	3	2	6	52	Yemen	1	1	1
13	Canada	5	8	5	53	Mongolia	1	0	1
14	Bulgaria	4	5	5	54	North Korea	1	3	0
15	Philippines	4	3	5	55	Austria	1	2	0
16	Pakistan	3	5	4	56	Bangladesh	1	1	0
17	Russia	4	5	4	57	Ceylon	2	1	0
18	Malaysia	3	4	4	58	Costa Rica	1	1	0
19	Singapore	3	4	4	59	Egypt	0	1	0
20	France	3	3	4	60	Finland	0	1	0
21	Macao	2	4	3	61	Gambia	1	1	0
22	Vietnam	2	4	3	62	Hungary	2	1	0
23	New Zealand	0	1	3	63	Jordan	1	1	0
24	Iran	1	4	2	64	Morocco	1	1	0
25	Nigeria	3	4	2	65	Nepal	0	1	0
26	Panama	3	4	2	66	Syria	1	1	0
27	Sweden	7	4	2	67	Turkey	2	1	0
28	Uganda	1	2	2	68	Venezuela	0	1	0
29	United Kingdom	0	2	2	69	Angola	3	0	0
30	El Salvador	1	1	2	70	Bolivia	0	0	0
31	Netherlands	3	1	2	71	Ghana	0	0	0
32	Tanzania	0	1	2	72	Norway	1	0	0
33	Colombia	2	4	1	73	Paraguay	0	0	0
34	Burma	2	3	1	74	Portugal	1	0	0
35	Argentina	2	2	1	75	Romania	0	0	0
36	Jamaica	2	2	1	76	Spain	2	0	0
37	Mexico	6	2	1	77	Sudan	1	0	0
38	Saudi Arabia	1	2	1	78	United Arab Emirates	2	0	0
39	Yugoslavia	2	2	1	79	Blank	25	7	19
40	Australia	1	1	1		**Total**	**544**	**718**	**737**

Comments: In the past three years, international students at DVC came from more than 70 countries. Of the 737 international students enrolled in fall 2002, 598 students or 81% came from seven countries in East and Southeast Asia. Japan, Indonesia, and South Korea have traditionally sent the largest contingency of international students to DVC.

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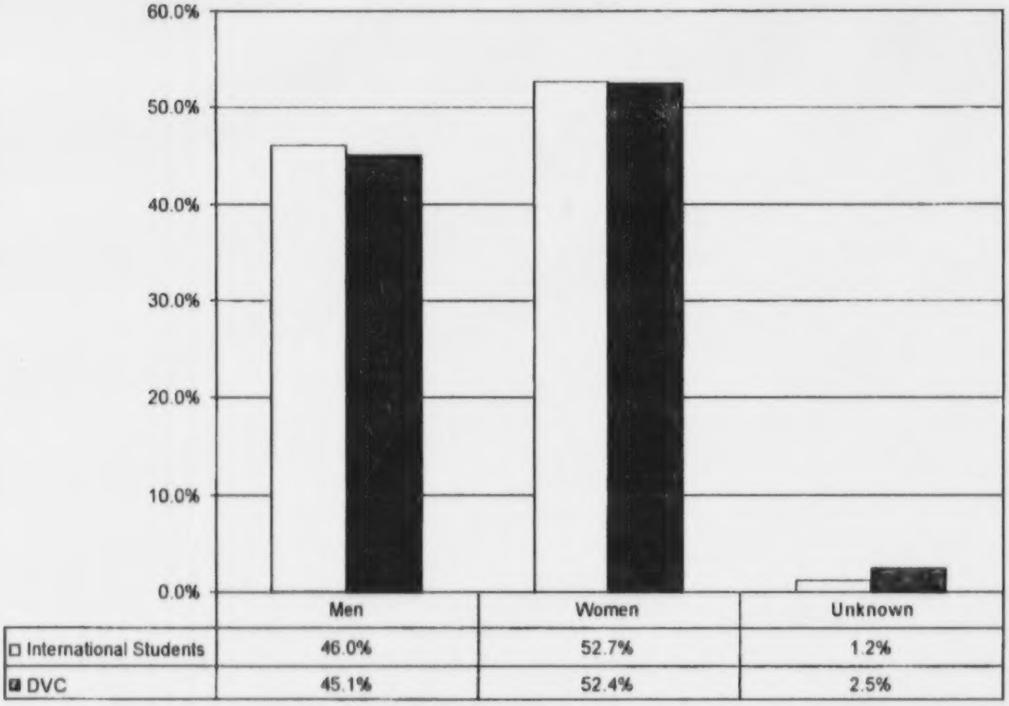
Gender

Figure 5.1.2 International and DVC Students by Gender, 2001-02

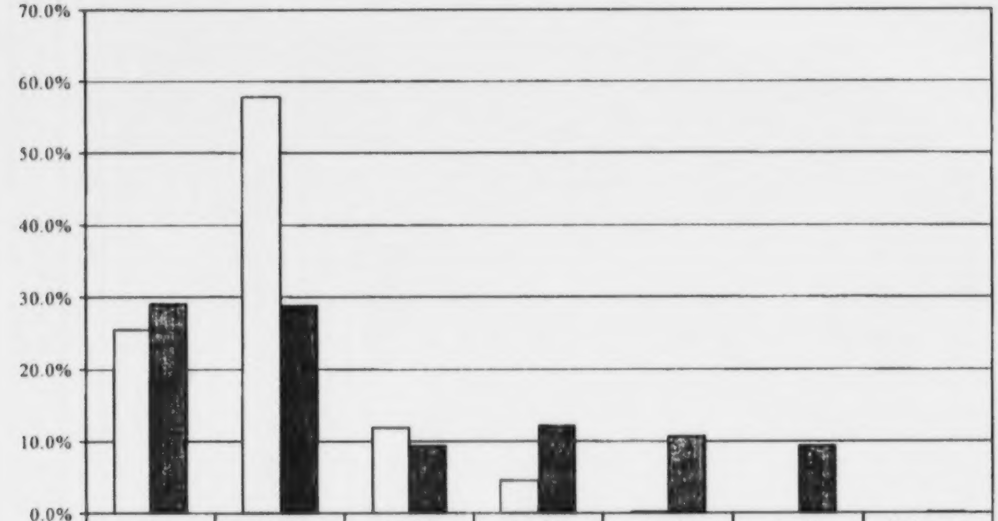


	Men	Women	Unknown
☐ International Students	46.0%	52.7%	1.2%
■ DVC	45.1%	52.4%	2.5%

Comments: The gender breakdown of international students resembles that of DVC. In 2001-02, women constituted the majority at 52.4% for DVC and 52.7% for international students. There was a slightly higher proportion of male international students (46.0%), compared to that of DVC (45.1%).

Age

Figure 5.1.3 International and DVC Students by Age, 2001-02



	< 20	20-24	25-29	30-39	40-49	>=50	Unknown
□ International Students	25.4%	57.7%	12.1%	4.5%	0.3%	0.1%	0.0%
▨ DVC	29.2%	28.7%	9.4%	12.4%	10.8%	9.3%	0.2%

Comments: There is a major distinction between the age of international students and that of DVC as a whole. International students tend to be of a younger age. More than 80% of international students were less than 25 years old, compared to only 58% for DVC. The largest age group for international students was that between the age of 20 and 24 years. The proportionate share of this group among international students was twice as large as that for DVC as a whole. There were very few (less than 1%) international students over the age of 40, compared to more than 20% for DVC as a whole.

Grade Distribution

Figure 5.1.4 Grade Distribution of International Students and DVC, 2001-02

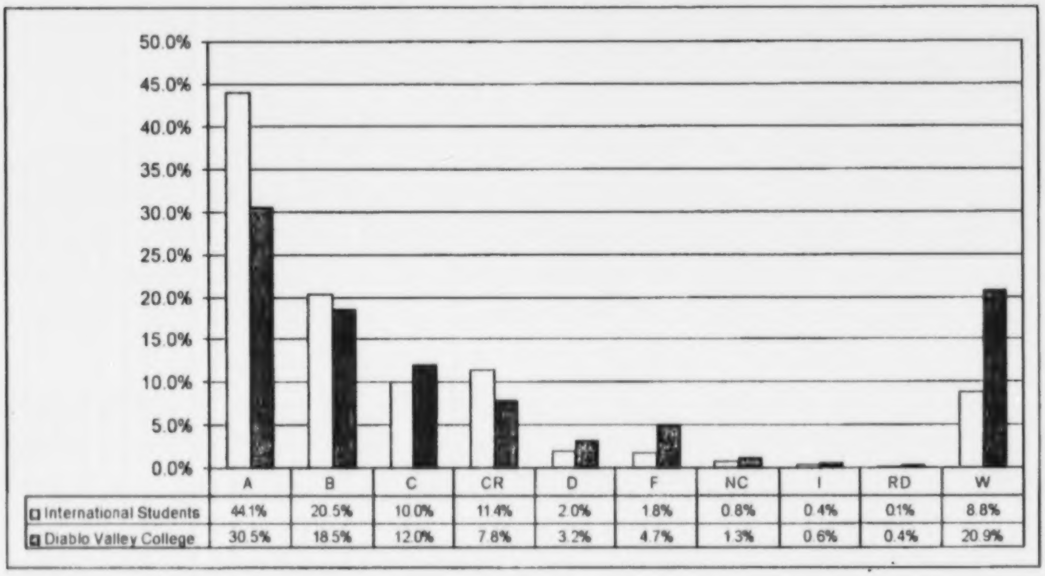


Table 5.1.2 Grade Distribution of International Students and DVC, 2001-02

Term	A	B	C	CR	Success	D	F	NC	I	RD	Retention	W	Total
Fall 2001	1,547	685	344	430	**3,006**	66	52	23	12	9	**3,168**	323	**3,491**
	44.3%	19.6%	9.9%	12.3%	**86.1%**	1.9%	1.5%	0.7%	0.3%	0.3%	**90.7%**	9.3%	**100.0%**
Spring 2002	1,520	739	355	365	**2,979**	75	76	35	14	-	**3,179**	292	**3,471**
	43.8%	21.3%	10.2%	10.5%	**85.8%**	2.2%	2.2%	1.0%	0.4%	0.0%	**91.6%**	8.4%	**100.0%**
F1 Students Total	**3,067**	**1,424**	**699**	**795**	**5,985**	**141**	**128**	**58**	**26**	**9**	**6,347**	**615**	**6,962**
for 2001-02	**44.1%**	**20.5%**	**10.0%**	**11.4%**	**86.0%**	**2.0%**	**1.8%**	**0.8%**	**0.4%**	**0.1%**	**91.2%**	**8.8%**	**100.0%**
Fall 2001	19,567	12,283	7,880	5,539	**45,269**	2,066	2,493	679	339	553	**51,399**	15,121	**66,520**
	29.4%	18.5%	11.8%	8.3%	**68.1%**	3.1%	3.7%	1.0%	0.5%	0.8%	**77.3%**	22.7%	**100.0%**
Spring 2002	19,956	11,714	7,665	4,621	**43,956**	2,037	3,655	998	418	-	**51,064**	11,907	**62,971**
	31.7%	18.6%	12.2%	7.3%	**69.8%**	3.2%	5.8%	1.6%	0.7%	0.0%	**81.1%**	18.9%	**100.0%**
DVC Students Total	**39,523**	**23,997**	**15,545**	**10,160**	**89,225**	**4,103**	**6,148**	**1,677**	**757**	**553**	**102,463**	**27,028**	**129,491**
for 2001-02	**30.5%**	**18.5%**	**12.0%**	**7.8%**	**68.9%**	**3.2%**	**4.7%**	**1.3%**	**0.6%**	**0.4%**	**79.1%**	**20.9%**	**100.0%**

Comments: Approximately 44.1% of international students received a grade of "A" in 2001-02, compared to only 30.5% for the overall student population at DVC. Furthermore, the withdrawal rate for international students (8.9%) was less than one-half of that for DVC (20.9%). The conclusion to be drawn from this data is that international students tend to outperform the overall student population at DVC. (Note: student count in the above table is based on course enrollment or seat count, not on head count.)

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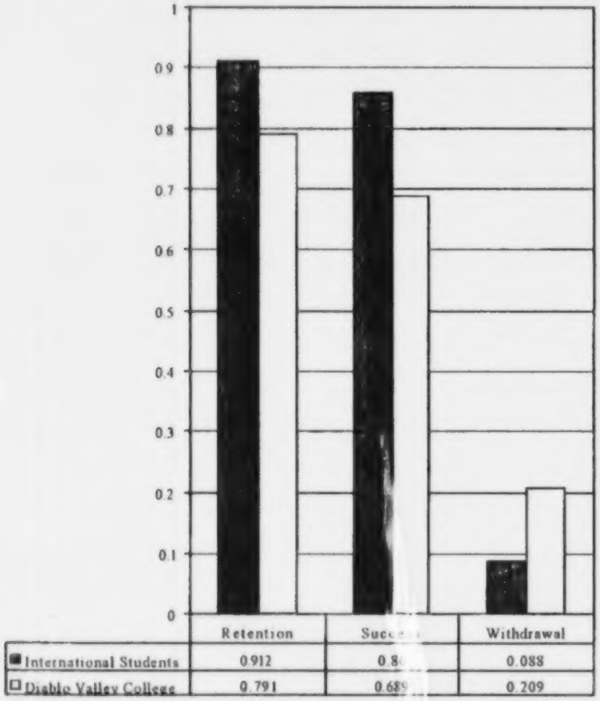
Success and Retention

Figure 5.1.5 Success and Retention Rates of International Students and DVC, 2001-02



	Retention	Success	Withdrawal
■ International Students	0.912	0.86	0.088
□ Diablo Valley College	0.791	0.689	0.209

Comments: The success rate (grades of A, B, C, and CR) for international students was much higher (86%) than that for DVC's overall student population (68.9%). The retention rate (all grades except "W") was also higher (91.2%), compared to that of all students at DVC (79.1%). These results confirm earlier observations that international students tend to outperform their American counterparts.

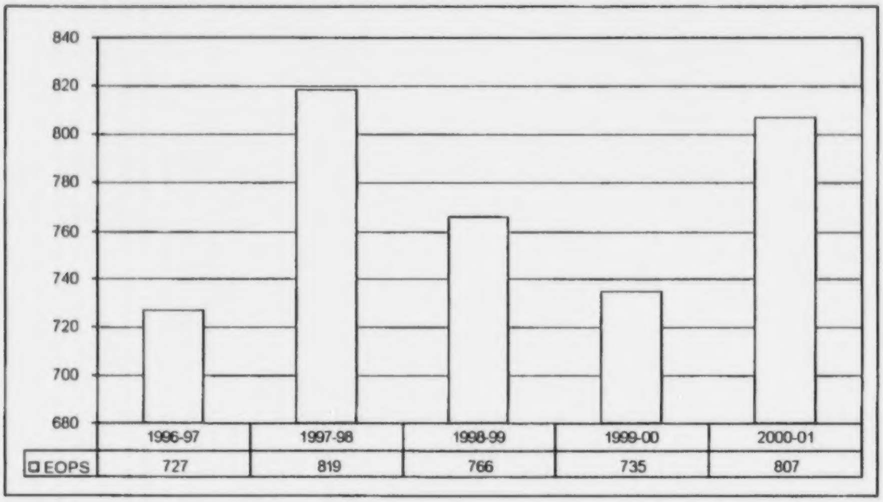
2. Extended Opportunity Programs and Services (EOPS)

The Extended Opportunity Programs and Services are designed to help low-income and educationally disadvantaged students have a successful college experience and complete their career goals. EOPS provides academic counseling, one-to-one tutoring, peer advising, supplemental grants, work-study jobs on campus, and other services. Students enrolled in this program constitute a specialized cohort that deserves a separate analysis from the rest of the institution. In studying the characteristics of students associated with EOPS, attention is focused on three areas, namely, enrollment trends over time, demographic differences between EOPS and DVC students, and performance of EOPS students vs. DVC students.

The following pages provide additional details regarding the enrollment trends, demographics,and performance of EOPS students in comparison to that of DVC students as a whole. The data used in this section are derived from the State Chancellor's Office (CCCCO Data Mart) and the Contra Costa Community College District (CCCCD) Datatel system. The first source is used mainly for enrollment trends and demographic data. These data are limited to only five years 1996-97 to 2000-01. Datatel is used mainly for seat count and student performance data.

Enrollment

Figure 5.2.1 EOPS Head Count Enrollment for Five Years, 1997-98 to 2001-02

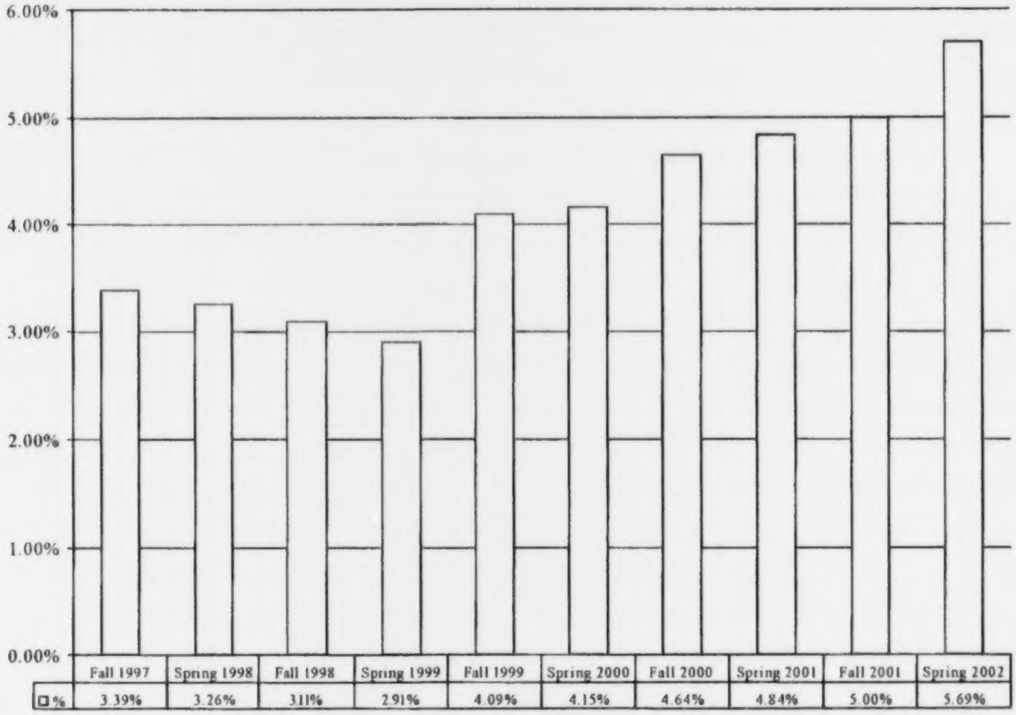


Comments: Headcount enrollment in EOPS stood at 807 students in 2000-01. During the five-year period, enrollment increased by 80 students or 11%. In the intervening years, enrollment experienced some fluctuations, with growth between 1996-97 and 1997-98, and a decline between 1997-98 and 1999-00. Some of the declines in 1998-99 and 1999-00 may be attributed to data integrity issues resulting from the transition from Legacy to Datatel system. This observation is supported by the steady growth in course enrollment (seat count) that is presented in the following chart.

Table 5.2.1 EOPS and DVC Enrollment Seat Count, Fall 1997 to Spring 2002

Term	EOPS	DVC	EOPS/DVC
Fall 1997	2,095	61,741	3.39%
Spring 1998	1,884	57,723	3.26%
Fall 1998	1,909	61,359	3.11%
Spring 1999	1,747	59,984	2.91%
Fall 1999	2,513	61,493	4.09%
Spring 2000	2,554	61,475	4.15%
Fall 2000	2,917	62,862	4.64%
Spring 2001	2,969	61,345	4.84%
Fall 2001	3,391	66,520	5.00%
Spring 2002	3,586	62,971	5.69%

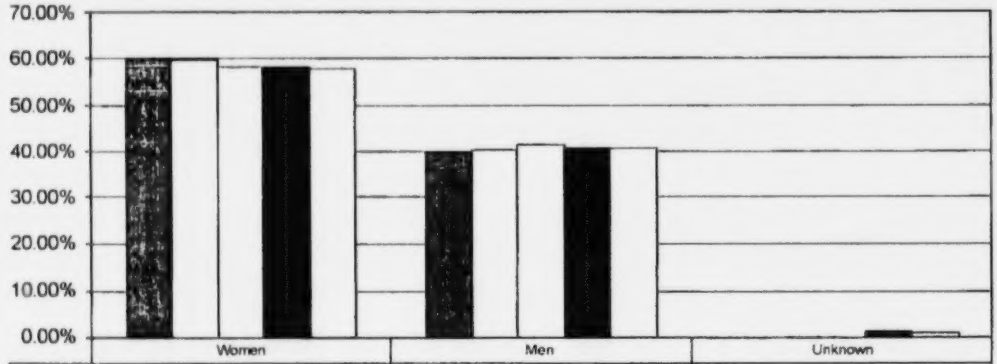
Figure 5.2.2 EOPS Seat Count Enrollment as a percentage of DVC for Five Years, 1997-98 to 2001-02



Comments: Seat count enrollment in the EOPS program increased steadily, since the spring of 1999, to reach a high level of 3,586 students in spring 2002. Seat count enrollment as a percentage of that of DVC has almost doubled between spring 1999 (2.9%) and spring 2002 (5.69%). The steady growth in seat count (Figure 5.2.2), compared to the head count (Figure 5.2.1) indicates that EOPS students are gradually enrolling in a full load of course work. This speaks well of the effective counseling and advising carried out by this program.

Gender

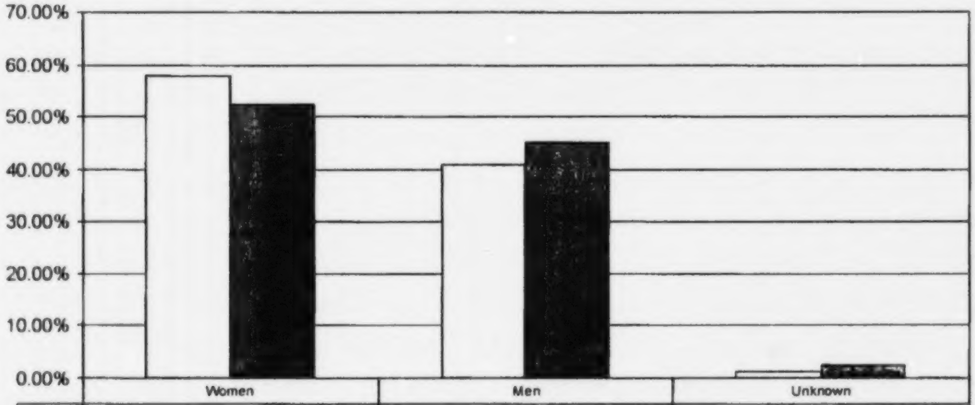
Figure 5.2.3 EOPS Percent Enrollment by Gender for Five Years, 1996-97 to 2000-01



	Women	Men	Unknown
■ 1996-97	59.97%	40.03%	0.00%
□ 1997-98	59.71%	40.29%	0.00%
□ 1998-99	58.36%	41.64%	0.00%
■ 1999-00	58.10%	40.54%	1.36%
□ 2000-01	57.87%	40.89%	1.24%

Comments: The gender distribution of students enrolled in EOPS changed slightly during the period of 1996-97 to 2000-01. The percentage of females declined from 60.0% in 1996-97 to 58.8% in 2000-01. The percentage of males increased from 40.0% to 40.9% during the same period.

Figure 5.2.4 EOPS and DVC Percent Enrollment by Gender, 2000-01

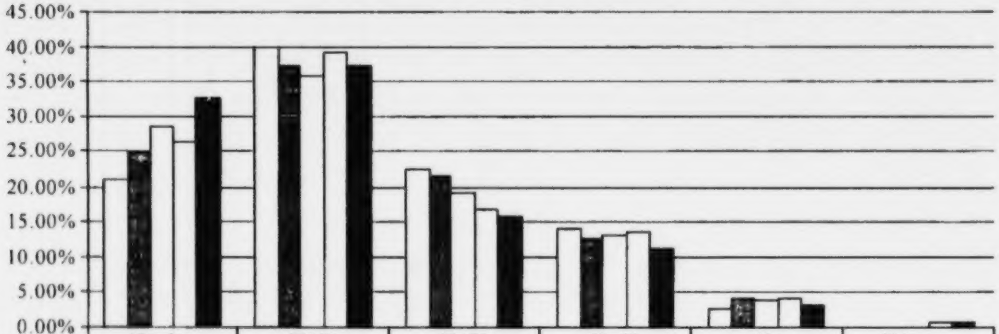


	Women	Men	Unknown
□ EOPS	57.87%	40.89%	1.24%
■ DVC	52.43%	45.06%	2.52%

Comments: In comparison with DVC, enrollment in EOPS reflects a relatively larger percentage of women and a relatively smaller percentage of men. In 2000-01, women constituted 58% of the students enrolled in EOPS, compared to 52% of the students at DVC. Men represented 41% of EOPS students, compared to 45% at DVC. The relatively larger percentage of women in the EOPS program may be due to the fact that women, in general, have a relatively lower income and are more educationally disadvantaged compared to their male counterparts.

Age

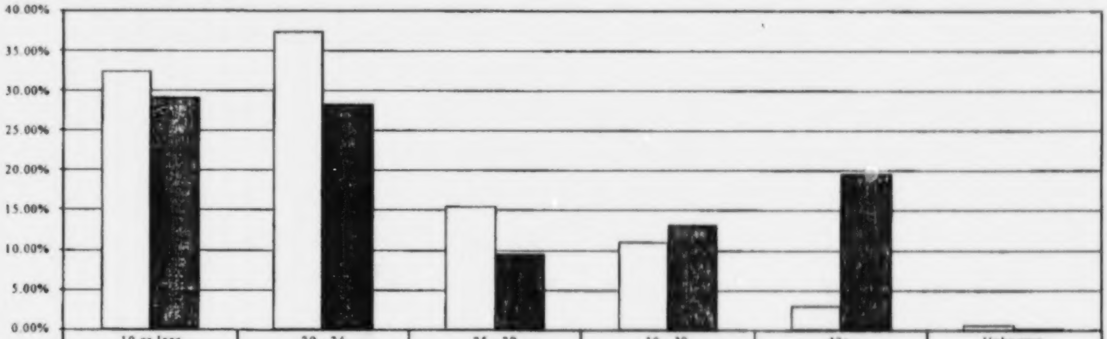
Figure 5.2.5 EOPS Percent Enrollment by Age for Five Years, 1996-97 to 2000-01



	19 or less	20 - 24	25 - 29	30 - 39	40+	Unknown
☐ 1996-97	20.91%	40.03%	22.42%	14.03%	2.61%	0.00%
■ 1997-98	24.79%	37.36%	21.49%	12.33%	4.03%	0.00%
☐ 1998-99	28.46%	35.77%	19.06%	12.92%	3.79%	0.00%
☐ 1999-00	26.12%	39.32%	16.46%	13.47%	4.08%	0.54%
■ 2000-01	32.47%	37.30%	15.61%	11.03%	2.97%	0.62%

Comments: Almost 70% of the students enrolled in the EOPS program (2000-01) are younger than 25 years of age. The two largest age groups are the 20-24 years old and the 19 years or less. The trend over the five-year period indicates an increase in the percentage of EOPS students at the age of 19 or less (21 % in 1996-97 versus 32% in 2000-01), and a decrease in the percentage of students between the ages of 25 and 29 years (22% in 1996-97 versus 16% in 2000-01). These changes are in line with the trend in age distribution for the overall enrollment at DVC. The proportionate share of other age groups remained relatively stable during this period.

Figure 5.2.6 EOPS and DVC Percent Enrollment by Age, 2000-01

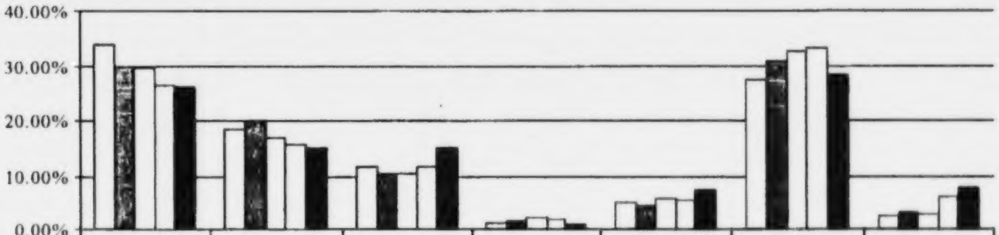


	19 or less	20 - 24	25 - 29	30 - 39	40+	Unknown
☐ EOPS	32.47%	37.30%	15.61%	11.03%	2.97%	0.62%
■ DVC	29.10%	28.36%	9.42%	13.16%	19.73%	0.22%

Comments: EOPS students tend to be younger on the average than their DVC counterparts. EOPS students at the age of 29 years or less represent 85.4% of the total number of students in the program, compared to 66.9% for DVC. In contrast, only 14.0% of EOPS students fall in the age categories of 30 and older, compared to the much higher number of 32.9% for DVC. The largest age gap between EOPS and DVC students exists for the age group of 20-24 (37.3% for EOPS vs. 28.4% for DVC). It is clear that the EOPS program focuses on the relatively young students below 30 years of age.

Ethnicity

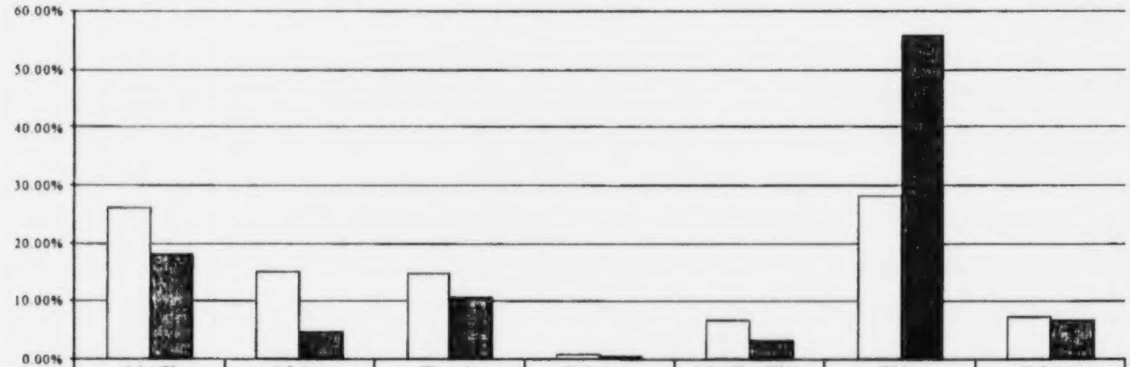
Figure 5.2.7 EOPS Percent Enrollment by Ethnicity for Five Years, 1995-96 to 2000-01



	Asian/PI	Af. Am	Hispanic	Native Am.	Other/ Non-White	White	Unkown
☐ 1996-97	33.98%	18.43%	11.69%	1.10%	4.81%	27.37%	2.61%
■ 1997-98	29.91%	19.90%	10.38%	1.59%	4.40%	30.77%	3.05%
☐ 1998-99	29.50%	16.84%	10.44%	2.09%	5.48%	32.77%	2.87%
☐ 1999-00	26.53%	15.65%	11.70%	1.77%	5.17%	33.20%	5.99%
■ 2000-01	26.15%	15.12%	14.99%	0.99%	6.94%	28.25%	7.56%

Comments: The ethnic distribution of students in EOPS represents a high level of diversity, whereas in 2000-01, Whites represented 28%; Asians/PI 26%; African Americans 15%; and Hispanics 15%. The proportionate share of these ethnic groups changed slightly over the five-year period. Between 1996-97 and 2000-01, there was a decline in the percentages for Asians from 34% to 26% and for African Americans from 18% to 15% for the respective years. However, the percentages for the Hispanics grew from 12% to 15% and for Whites from 27% to 28%. Changes were also evident in the "Other" and "Unknown" categories.

Figure 5.2.8 EOPS and DVC Percent Enrollment by Ethnicity, 2000-01

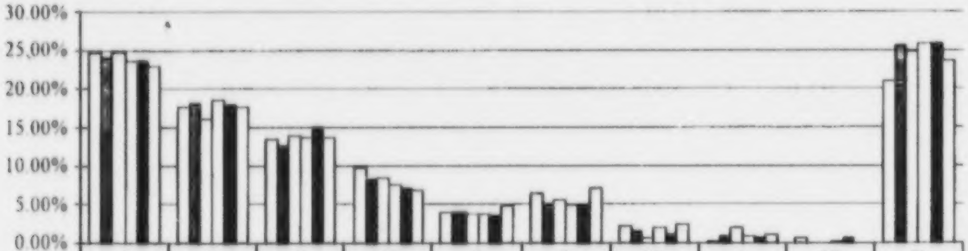


	Asian/PI	Af. Am.	Hispanic	Native Am.	Other Non-White	White	Unkown
☐ EOPS	26.15%	15.12%	14.99%	0.99%	6.94%	28.25%	7.56%
■ DVC	18.12%	4.70%	10.75%	0.71%	3.19%	55.82%	6.72%

Comments: As expected, the ethnic distribution of EOPS students is quite different from that of DVC as a whole. Non-White students represent the majority of students (64.2%) in the program, compared to that of DVC (37.5%). White students in the program represented only 28.3%, compared to 55.8% at DVC in 2000-01. Asian students in EOPS represented 26.2%, compared to 18.1% for DVC. The percentage of African American students enrolled in EOPS (15.1%) represented three times that of DVC (4.7%). A greater proportion of EOPS students were Hispanic (15.0%), compared to DVC's population (10.8%). It is clear from this analysis that the EOPS program is true to its mission of providing support services for students affected by language, social, and economic disadvantages.

Grade Distribution

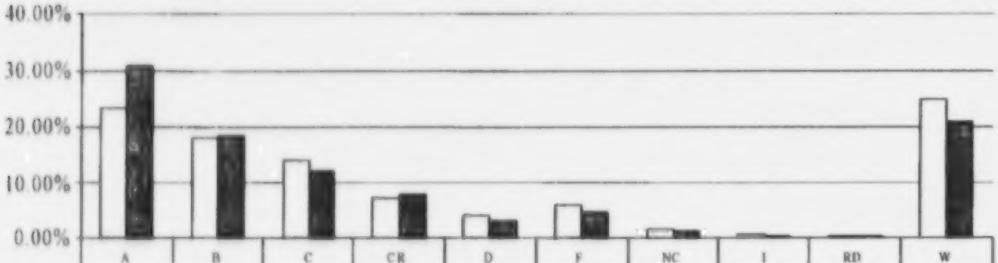
Figure 5.2.9 EOPS Grade Distribution, Fall 1999 to Spring 2002



	A	B	C	CR	D	F	NC	I	RD	W
□ Fall 1999	24.79%	17.63%	13.49%	9.71%	4.06%	6.25%	2.19%	0.28%	0.44%	21.17%
■ Spring 2000	23.92%	18.05%	12.69%	8.26%	3.95%	5.01%	1.61%	0.82%	0.04%	25.65%
□ Fall 2000	24.72%	16.11%	13.92%	8.50%	3.81%	5.62%	0.65%	1.82%	0.07%	24.79%
□ Spring 2001	23.78%	18.36%	13.61%	7.38%	3.74%	4.72%	1.72%	0.77%	0.13%	25.80%
■ Fall 2001	23.77%	17.99%	14.66%	7.17%	3.54%	4.84%	1.06%	0.62%	0.50%	25.86%
□ Spring 2002	22.84%	17.71%	13.69%	6.80%	4.63%	7.17%	2.43%	0.95%	0.00%	23.79%

Comments: The most notable trend in the grade distribution for EOPS students in the past three years has been the decline in the percentage of students receiving the "CR" grade (9.7% in fall 1999 vs. 6.8% in spring 2002). A "CR" grade represents a satisfactory performance, but the units are not counted in the GPA. Apparently, a relatively larger percentage of students are opting for enrollment in credit courses, where a regular letter grade is awarded. It should also be noted that the percentage of the "A" grade declined (24.8% in fall 1999 vs. 22.8% in spring 2002) slightly, while the percentage of the "W" grade increased 21% in fall 1999 vs. 24% in spring 2002. The relative share of other grades remained stable or fluctuated in a narrow range during this period.

Figure 5.2.10 EOPS and DVC Grade Distribution, 2001-02

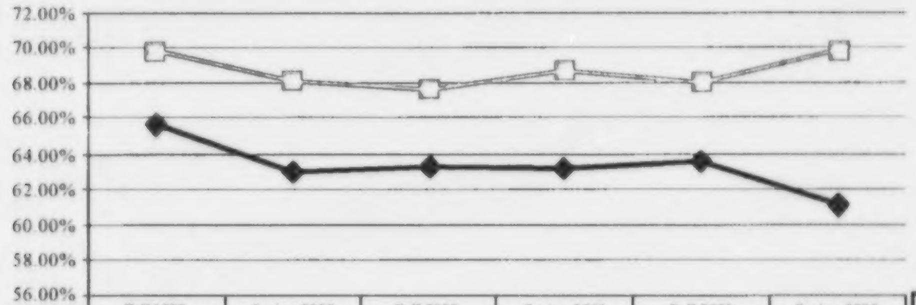


	A	B	C	CR	D	F	NC	I	RD	W
□ EOPS	23.29%	17.84%	14.16%	6.98%	4.10%	6.03%	1.76%	0.79%	0.24%	24.80%
■ DVC	30.52%	18.53%	12.00%	7.85%	3.17%	4.75%	1.30%	0.58%	0.43%	20.87%

Comments: The grade distribution presented above represents the full academic year (summer 2001, fall 2001, spring 2002). On the average, EOPS students earned less of the "A", "B", and "CR" grades, compared to DVC students as a whole. Furthermore, a relatively larger percentage of EOPS students received grades of "C", "D", "F", and "W", compared to DVC students as a whole. The widest gaps in the percentage of grade distribution between EOPS and DVC are evident in two areas, namely the grade of "A" (23% for EOPS vs. 31% for DVC) and the grade of "W" (25% for EOPS vs. 21% for DVC).

Success and Retention

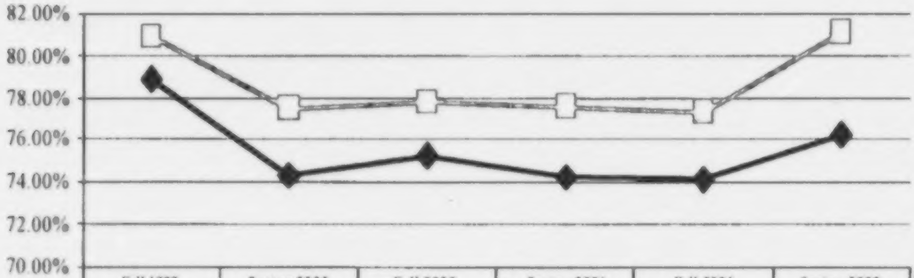
Figure 5.2.11 EOPS and DVC Success Rates, Fall 1999 to Spring 2002



	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Average
EOPS Success	65.62%	62.92%	63.25%	63.12%	63.58%	61.04%	63.3%
DVC Success	69.83%	68.07%	67.66%	68.70%	68.05%	69.80%	68.7%

Comments: The success rate for EOPS students has declined in the past three years, from 65.6% in fall 1999 to 61.0% in spring 2002. Compared to DVC as a whole, the success rate for EOPS students lagged consistently behind that of DVC by an average of 5.4% (63.3% for EOPS vs. 68.7% for DVC).

Figure 5.2.12 EOPS and DVC Retention Rates, Fall 1999 to Spring 2002



	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Average
EOPS Retention	78.83%	74.35%	75.21%	74.20%	74.14%	76.21%	75.5%
DVC Retention	80.92%	77.45%	77.78%	77.52%	77.27%	81.09%	78.7%

Comments: The retention rate for EOPS students has declined slightly in the past three years, from 78.8% in fall 1999 to 76.2% in spring 2002. Compared to DVC as a whole, the retention rate for EOPS students lagged consistently behind that of DVC by an average of 3.2% (75.5% for EOPS vs. 78.7% for DVC).

3. Disabled Students Programs and Services (DSPS)

The Disabled Students Programs and Services (DSPS)* is designed to ensure that students with disabilities have equal access to all of the college's educational offerings and services. Equal opportunity is provided through appropriate support services, curriculum, instruction, advocacy, and adaptive technology. DSPS also offers specialized courses designed to meet the physical education, basic skills, and classroom skill needs of students with disabilities. DSPS support staff has expanded the opportunities and enhanced the access of disabled students to DVC's academic programs by providing for essential services such as mobility assistance, sign language interpretation, note taking, testing accommodations, educational counseling and planning, priority registration, and specialized tutoring.

There are several categories of disabilities that qualify students for the programs and services provided by DSPS. These categories include the following:

- Acquired Brain Injury
- Developmentally Delayed Learner
- Hearing Impaired
- Learning Disabled
- Mobility Impaired
- Psychological Disability
- Speech/Language Impaired
- Visually Impaired
- Other Disabilities including chronic health conditions (e.g., cardiac disorders, chemical dependency, and diabetes)

Due to the small number of students in speech/language impairment, the total for this category will be included under "other disabilities." Students enrolled in DSPS constitute a specialized cohort that deserves a separate focus from the rest of the institution. The analysis that follows addresses enrollment trends, student demographics, and student performance.

The data used in this section are derived from the State Chancellor's Office Data Mart (Student Services and Programs) and from the Contra Costa Community College District Datatel System. The first source provides enrollment trends and demographics, while the second source provides data for student performance measures.

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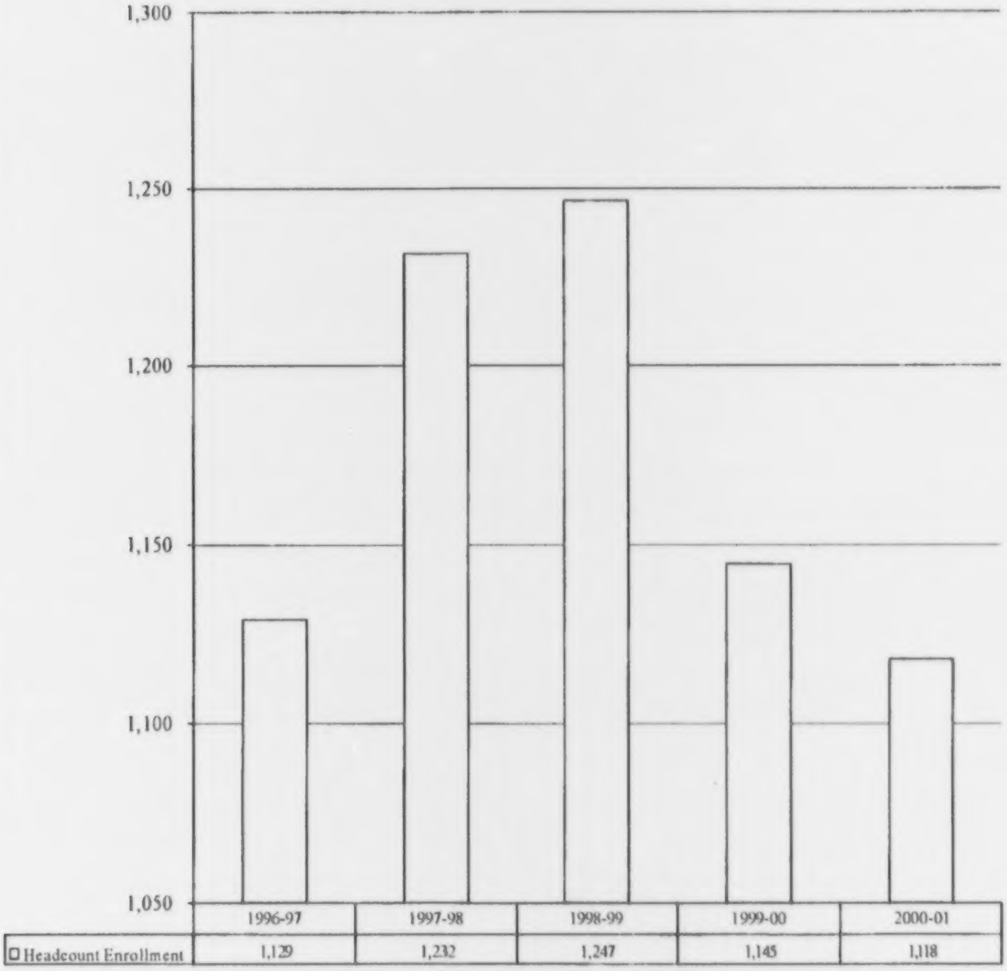
*In Fall 2002 Diablo Valley College changed the name to Disability Support Services (DSS). However, due to the historical nature of the information presented here, and the terminology used by the State Chancellor's Office, we use the name Disabled Student Programs and Services (DSPS) in this publication.

Enrollment

Figure 5.3.1 DSPS Enrollment Headcount for Five Years, 1996-97 to 2000-01



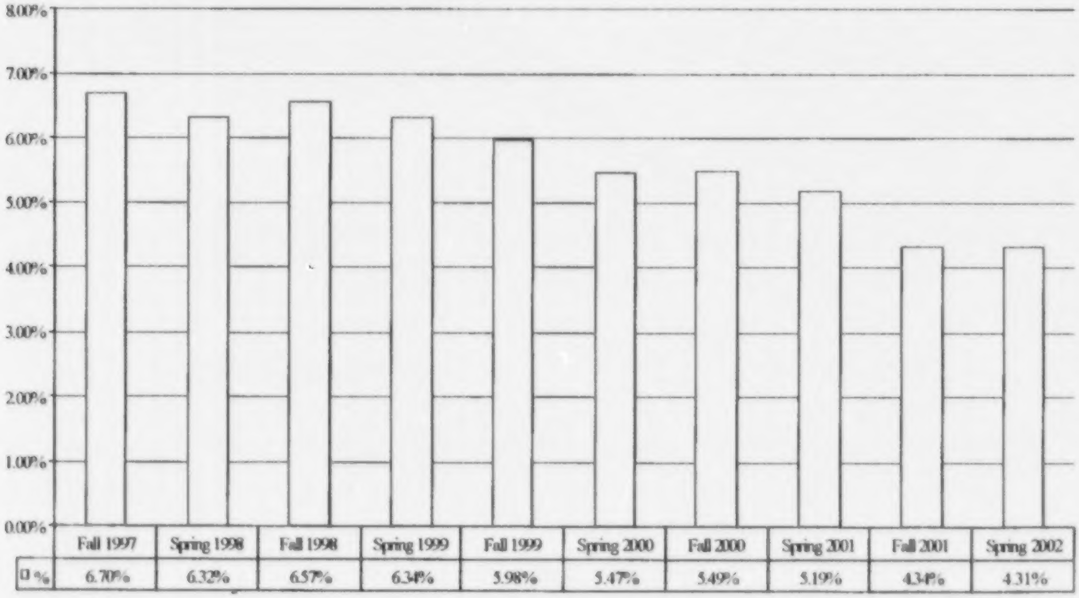
	1996-97	1997-98	1998-99	1999-00	2000-01
☐ Headcount Enrollment	1,129	1,232	1,247	1,145	1,118

Comments: Over the past five years (1996-97 to 2000-01), the average head count enrollment in DSPS was 1,174 students annually. This enrollment represents approximately 5 percent of the overall enrollment at DVC. Enrollment patterns during the five-year period resemble a bell-shaped curve, with relatively lower enrollment in the first (1996-97) and fifth (2000-01) years, and peak enrollment in two of the intervening years (1997-98 and 1998-99). The drop in enrollment in 1999-00 is due largely to data integrity issues resulting from the conversion from the Legacy to the Datatel system. The change in mainframe software resulted in the loss of data that had to be recaptured at a later time.

Table 5.3.1 DSPS and DVC Enrollment Seat Count for Five Years, 1997-98 to 2001-02

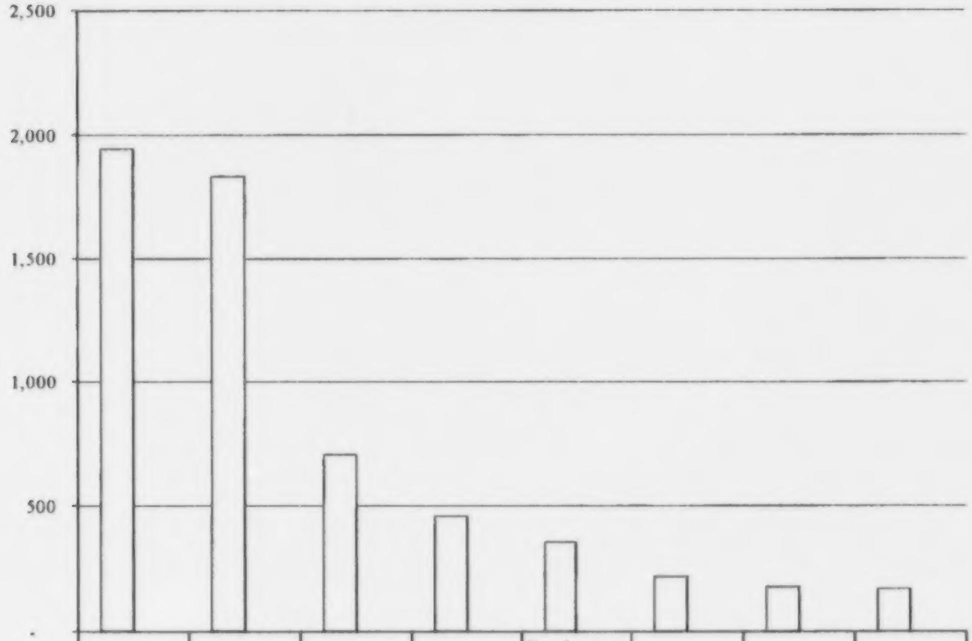
Term	DSPS	DVC	%
Fall 1997	4,135	61,741	6.70%
Spring 1998	3,650	57,723	6.32%
Fall 1998	4,034	61,359	6.57%
Spring 1999	3,800	59,984	6.34%
Fall 1999	3,676	61,493	5.98%
Spring 2000	3,360	61,475	5.47%
Fall 2000	3,451	62,862	5.49%
Spring 2001	3,184	61,345	5.19%
Fall 2001	2,884	66,520	4.34%
Spring 2002	2,716	62,971	4.31%

Figure 5.3.2 DSPS Seat Count Enrollment as a percentage of DVC for Five Years, 1997-98 to 2001-02



Comments: Seat count represents course enrollment at the end of term. DSPS seat count enrollment stood at 2,716 students in spring 2002,compared to 4,135 students in fall 1997. These enrollment figures represent a decline of 1,419 students or 34% over the five-year period. The decline in seat count enrollment has been steady since the fall of 1997, except for a short-lived rebounding in fall 1998. Furthermore, the proportionate share of DSPS Seat Count enrollment declined steadily from 6.7% in fall 1997 to 4.31% in spring 2002. Apparently, DSPS students were taking fewer units per term and probably succeeding at a higher rate. (See Figures 5.3.11 and 5.3.13 for the success rate.)

Figure 5.3.3 DSPS Enrollment Headcount by Type of Disabilities for Five Years, 1996-97 to 2000-01



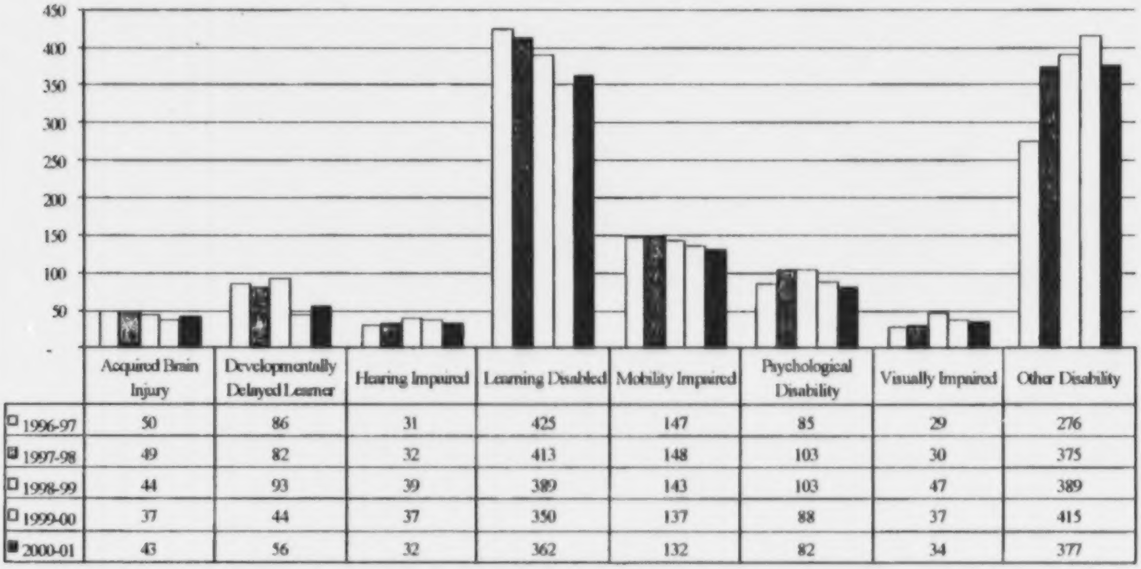
	Learning Disabled	Other Disability	Mobility Impaired	Psychological Disability	Developmentally Delayed Learner	Acquired Brain Injury	Visually Impaired	Hearing Impaired
☐ Total for Five Years	1,939	1,832	707	461	361	223	177	171
■ Percentage	33.0%	31.2%	12.0%	7.9%	6.1%	3.8%	3.0%	2.9%

Comments: Figure 5.3.3 provides information on the relative size of the eight categories of disabilities at DVC. To avoid short-term annual variations in enrollment, the relative size of the disability categories is based on the combined total head count in DSPS (5,871 students) over a period of five years (1996-97 to 2000-01). These eight categories fall into three groupings based on their relative size. The largest two categories of learning disability (33%) and other disability (31.2%) account for approximately 64% of the total DSPS enrollment in five years. The three mid-size categories of mobility impaired (12.0%), psychological disability (7.9%), and developmentally delayed learner (6.1%) have a combined enrollment of 26% of the total enrollment in DSPS. Lastly, the three small-size categories of acquired brain injury (3.8%), visually impaired (3.0%), and hearing impaired (2.9%) represent a combined share of approximately 10% of the total. Apparently, the major efforts of the DSPS program are directed toward meeting the needs of students with learning disability and those with "other" disabilities. It should be noted that the "other" category includes students with learning disabilities who were not evaluated at DVC, and students with attention deficit disorder, in addition to more chronic health conditions.

Table 5.3.2 DSPS Enrollment Headcount by Type of Disabilities for Five Years, 1996-97 to

Disability	1996-97	1997-98	1998-99	1999-00	2000-01	Total	Change in 5 Yrs.
Acquired Brain Injury	50	49	44	37	43	223	-14.00%
Developmentally Delayed Learner	86	82	93	44	56	361	-34.88%
Hearing Impaired	31	32	39	37	32	171	3.23%
Learning Disabled	425	413	389	350	362	1,939	-14.82%
Mobility Impaired	147	148	143	137	132	707	-10.20%
Psychological Disability	85	103	103	88	82	461	-3.53%
Visually Impaired	29	30	47	37	34	177	17.24%
Other Disability	276	375	389	415	377	1,832	36.59%
Total	**1,129**	**1,232**	**1,247**	**1,145**	**1,118**	**5,871**	**-0.97%**

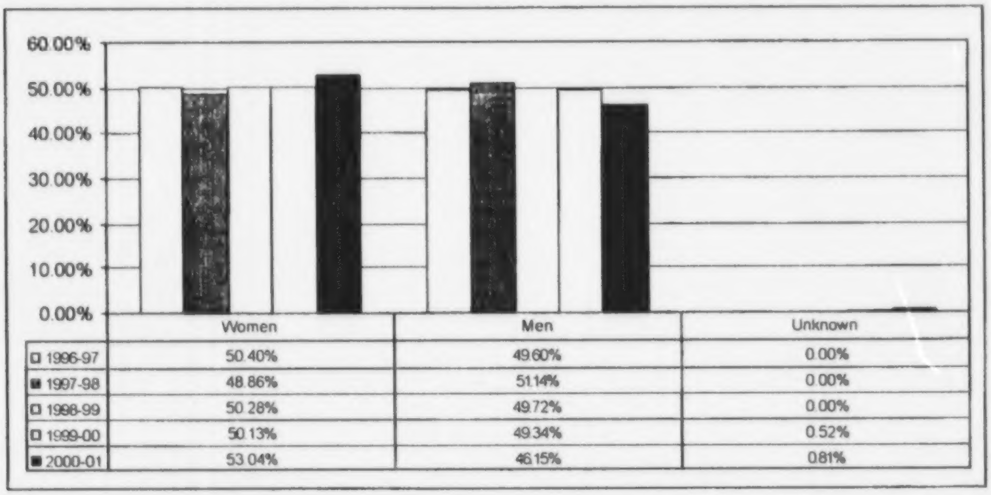
Figure 5.3.4 DSPS Enrollment Headcount by Type of Disabilities for Five Years, 1996-97 to 2000-01



Comments: Enrollment trends in the eight categories of disability indicate some differences over the past five years. While enrollment of "other disabilities" grew by 37% between 1996-97 and 2000-01 (276 vs. 377), there were steady declines in the enrollment of learning disabilities by 15% (425 vs. 362), delayed learners by 35% (86 vs. 56), and mobility impaired by 10% (147 vs. 132) during the same period. The remaining four categories did not exhibit a consistent trend, and they fluctuated mostly in a narrower range. Apparently, the DSPS staff are gradually directing their energies to meeting the needs of the ever-increasing number of students with chronic health conditions (i.e., other disabilities), while still meeting the needs of those with the traditional types of disabilities. To understand the reasons behind the growth in the "other" category, future research efforts may disaggregate the data and study enrollment patterns and student performance within each of the sub-groups that constitute this category.

Gender

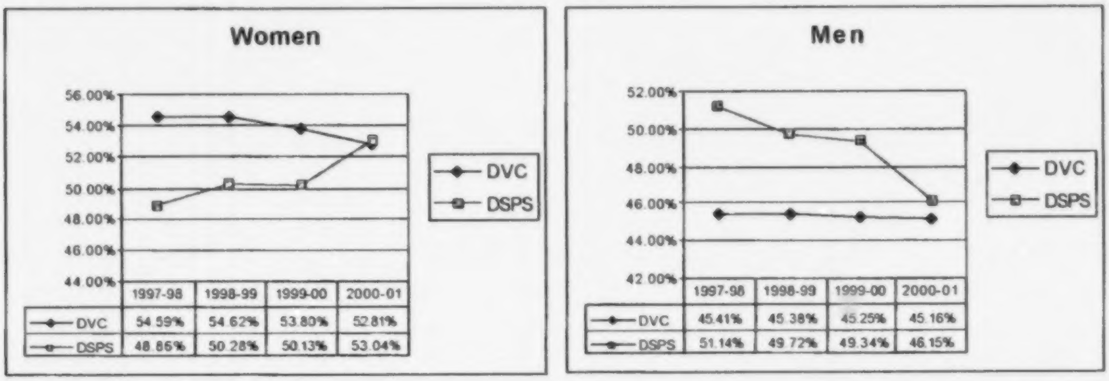
Figure 5.3.5 DSPS Enrollment Headcount Percent by Gender, 1996-97 to 2000-01



	Women	Men	Unknown
□ 1996-97	50.40%	49.60%	0.00%
■ 1997-98	48.86%	51.14%	0.00%
□ 1998-99	50.28%	49.72%	0.00%
□ 1999-00	50.13%	49.34%	0.52%
■ 2000-01	53.04%	46.15%	0.81%

Comments: On the average, during the five-year period, there was a slightly larger percentage of women students in DSPS, compared to that of the men. However, the data for 2000-01 indicate a widening gap of 7% (53% for women versus 46% for men) between the genders. Apparently, if this trend continues, the DSPS staff may have to redirect their resources to meet the needs of an increasing number of women students.

Figure 5.3.6 DSPS and DVC Enrollment Headcount Percent by Gender, 1997-98 to 2000-01



Women

	1997-98	1998-99	1999-00	2000-01
DVC	54.59%	54.62%	53.80%	52.81%
DSPS	48.86%	50.28%	50.13%	53.04%

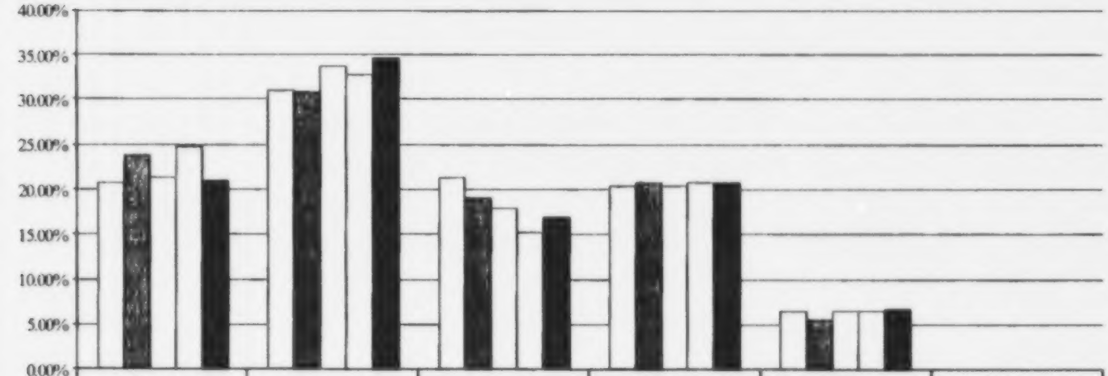
Men

	1997-98	1998-99	1999-00	2000-01
DVC	45.41%	45.38%	45.25%	45.16%
DSPS	51.14%	49.72%	49.34%	46.15%

Comments: Comparison between the gender breakdowns for DSPS and DVC indicates some differences. Traditionally, the proportionate share of women in DSPS was slightly lower than that of DVC as a whole. However, in 2000-01 the proportionate share of women in DSPS (53.04%) has exceeded that of DVC (52.43%). On the other hand, the proportionate share of men in DSPS remains slightly above that of DVC. Further analysis of the gender data by the type of disability indicates an increase in the percentage of women across the board, especially among the learning disabled.

Age

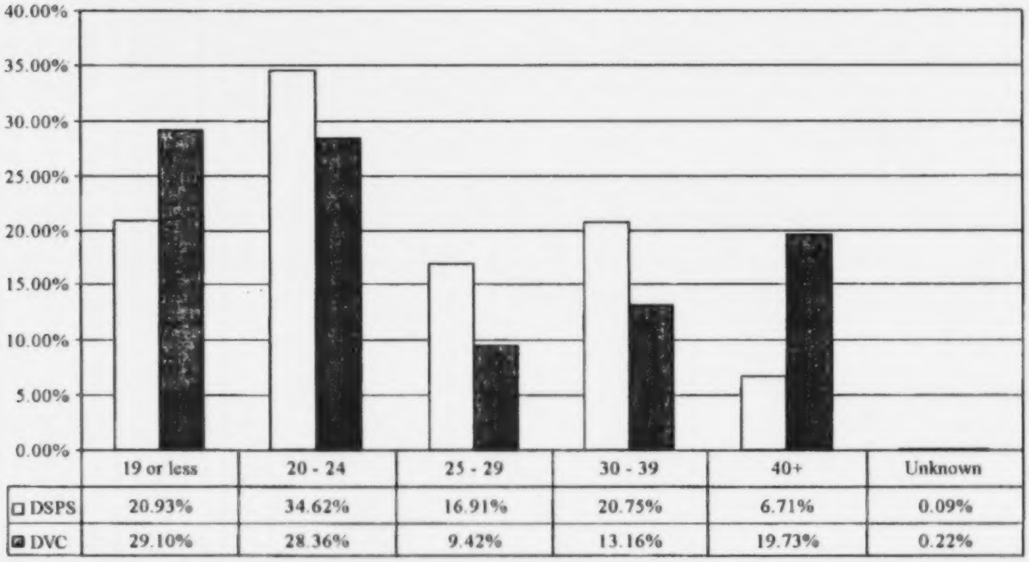
Figure 5.3.7 DSPS Enrollment Headcount Percent by Age, 1996-97 to 2000-01



	19 or less	20 - 24	25 - 29	30 - 39	40+	Unknown
☐ 1996-97	20.73%	31.09%	21.26%	20.46%	6.47%	0.00%
▨ 1997-98	23.86%	30.84%	18.99%	20.78%	5.52%	0.00%
☐ 1998-99	21.33%	33.76%	17.96%	20.45%	6.50%	0.00%
☐ 1999-00	24.76%	32.72%	15.22%	20.73%	6.56%	0.00%
■ 2000-01	20.93%	34.62%	16.91%	20.75%	6.71%	0.09%

Comments: Changes in the age distribution over the five-year period are clearly evident in the age categories of less than 30 years. While the relative share of the 20-24 year olds grew from 31.1% in 1996-97 to 34.6% in 2000-01, the percentage of students in the 25-29 years group declined from 21.3% to 16.9%, respectively during this period. The growth in the 20-24 age group reflects the expansion in the college's outreach program over the past few years. Attendance at various outreach activities indicates a younger audience at the age of 19 or less. However, as students with disabilities tend to enroll in fewer units and take longer to achieve their goals, the spillover effect impacts the growth in the 20 to 24 year age group. On the other hand, the relative share of other age groups (30+ years) remained relatively stable during the five year period. Apparently, more DSPS students are entering DVC at a relatively younger age (20-24 years) than was true five years earlier.

Figure 5.3.8 DSPS and DVC Enrollment Headcount Percent by Age, 2000-01

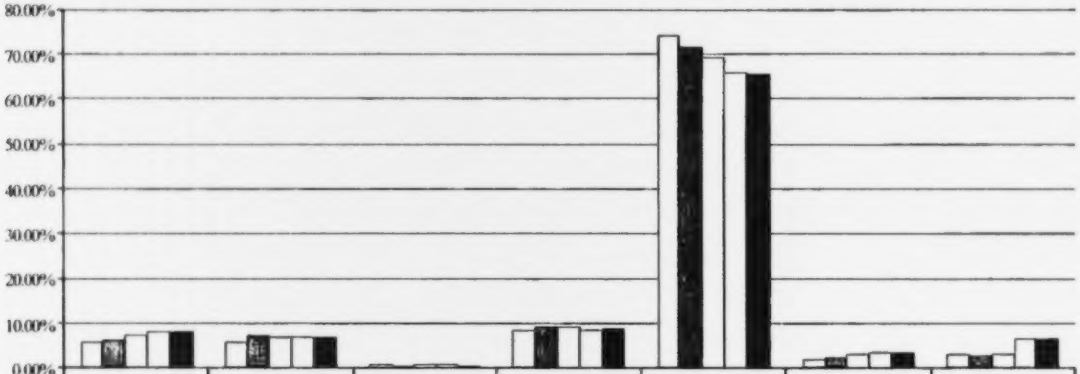


	19 or less	20 - 24	25 - 29	30 - 39	40+	Unknown
☐ DSPS	20.93%	34.62%	16.91%	20.75%	6.71%	0.09%
■ DVC	29.10%	28.36%	9.42%	13.16%	19.73%	0.22%

Comments: DSPS students cluster around the age groups of 20 to 39 years. Students in these age groups represent 72.3% of DSPS total enrollment, compared to only 50.9% for DVC. In contrast, at the two ends of the age scale (19 years or less and 40 years or more), the age distribution for DSPS students falls significantly behind that of DVC. DSPS' share of the 19 years or less group represents 20.9%, compared to 29.1% for DVC. This may be expected since disability conditions tend to delay college education by a few years. On the other hand, the proportionate share of DSPS students at 40 years or older represent a fraction (6.7%), compared to that of DVC. Persons in this group represent mostly working adults who return to college for re-training and re-tooling, or for personal interests. Apparently, a much smaller portion of disabled students return to DVC, compared to that of the general student population. In summary, students' disability conditions tend to delay their college education; but once they leave college, relatively fewer return to college after the age of 40.

Ethnicity

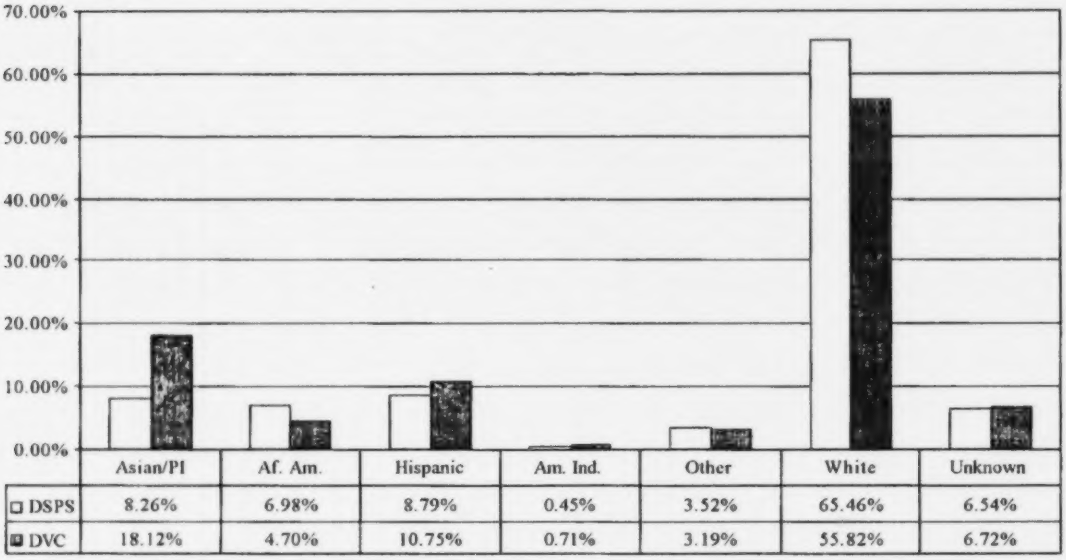
Figure 5.3.9 DSPS Enrollment Headcount Percent by Ethnicity, 1996-97 to 2000-01



	Asian/PI	Af. Am.	Am. Ind.	Hispanic	White	Other	Unknown
☐ 1996-97	5.93%	5.67%	0.89%	8.33%	74.05%	2.04%	3.10%
▨ 1997-98	6.01%	7.22%	0.57%	9.25%	71.67%	2.35%	2.92%
☐ 1998-99	7.22%	6.74%	1.04%	9.30%	69.45%	3.21%	3.05%
☐ 1999-00	7.95%	6.81%	0.70%	8.56%	66.03%	3.49%	6.46%
■ 2000-01	8.26%	6.98%	0.45%	8.79%	65.46%	3.52%	6.54%

Comments: DSPS is dominated by White students, who account for 65.5% of the total DSPS headcount enrollment in 2000-01. Hispanics represent the second largest ethnic group (8.8%), followed by Asians/Pacific Islanders (8.3%) and African Americans (7.0%). Other Non-White (3.52%) and the Unknown category (6.5%) represent relatively smaller numbers of DSPS students. The trend over the period of five years (1996-97 to 2000-01) has been toward more diversity in DSPS enrollment. While the percentage of White students declined steadily during this period, the proportionate share of other ethnic groups has risen. Non-White students represented 28.0% of DSPS students in 2000-01, compared to only 22.9% in 1996-97. Apparently, this trend toward more diversity will continue unabated in the future.

Figure 5.3.10 DSPS and DVC Enrollment Headcount Percent by Ethnicity, 2000-01

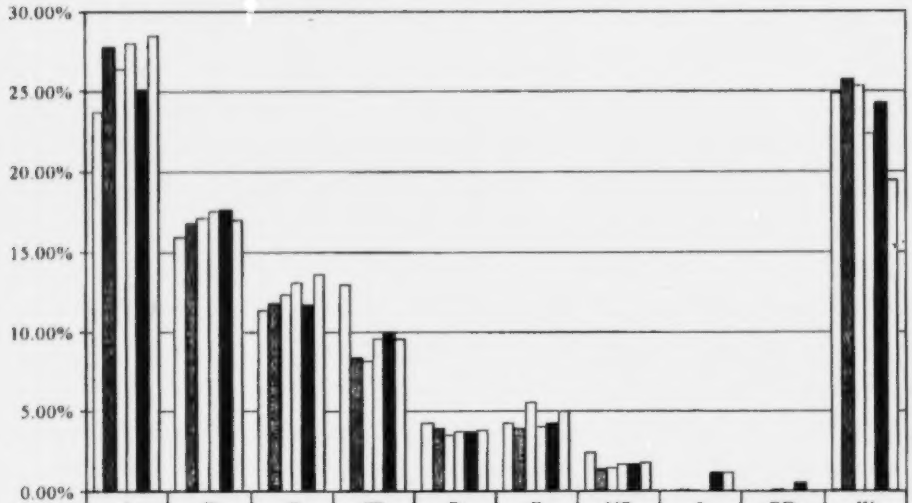


	Asian/PI	Af. Am.	Hispanic	Am. Ind.	Other	White	Unknown
□ DSPS	8.26%	6.98%	8.79%	0.45%	3.52%	65.46%	6.54%
▨ DVC	18.12%	4.70%	10.75%	0.71%	3.19%	55.82%	6.72%

Comments: Comparison of the ethnic distribution of DSPS students with that of DVC in 2000-01 indicates some marked differences. White students are over-represented in the DSPS program (65.5%), compared to their overall representation at DVC (55.8%). A similar relationship exists for African American students (7.0% for DSPS versus 4.7% for DVC). On the other hand, Asians and Hispanics are under-represented in DSPS, compared to their overall representation at DVC. The largest representation gap relates to Asians, who claim 8.3% of the DSPS population, compared to 18.1% of that for DVC. The wide gap for Asians is a reflection of the cultures of this ethnic group, where identification of disability is considered as a taboo and a "shame to the family". As a result, students of Asian background are less likely to self-identify as often as students from other ethnic groups. The representation gaps for Hispanics and for other ethnic categories remains relatively small. Apparently, the ethnic distribution of DSPS students is becoming more diverse, and that diversity is gradually reflecting the diversity of the overall institution. With these changes taking place, DSPS staff will undoubtedly adapt their services to accommodate the needs of the new ethnic and cultural mosaic of students.

Grade Distribution

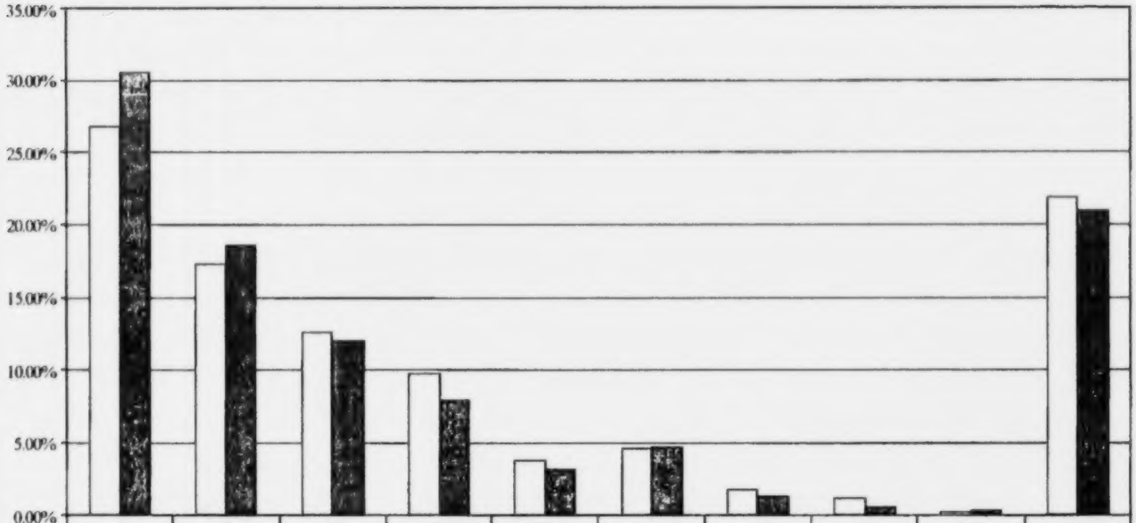
Figure 5.3.11 DSPS Grade Distribution, Fall 1999 to Spring 2002



	A	B	C	CR	D	F	NC	I	RD	W
☐ Fall 1999	23.72%	15.94%	11.40%	13.00%	4.30%	4.24%	2.42%	0.03%	0.00%	24.95%
▣ Spring 2000	27.77%	16.85%	11.82%	8.45%	3.96%	3.99%	1.37%	0.06%	0.00%	25.74%
☐ Fall 2000	26.43%	17.13%	12.34%	8.23%	3.48%	5.56%	1.45%	0.03%	0.06%	25.30%
☐ Spring 2001	27.95%	17.56%	13.10%	9.58%	3.71%	4.08%	1.66%	0.00%	0.00%	22.36%
■ Fall 2001	25.07%	17.65%	11.75%	10.02%	3.71%	4.26%	1.66%	1.14%	0.52%	24.20%
☐ Spring 2002	28.50%	16.97%	13.59%	9.57%	3.87%	4.97%	1.84%	1.22%	0.00%	19.48%

Comments: Analysis of DSPS grade distribution over the past three years (fall 1999 to spring 2002) indicates that the most popular grades have been the grades of 'A' and 'W'. Both of these grades account for approximately half of the total grades earned by DSPS students. On the other hand, the least popular grades were 'D', 'F', and 'NC', which, in total, account for approximately 10% of all grades. The most notable trends in the distribution of grades have been the gradual increase in the percentages of upper grades (A, B, and C) and a corresponding decrease in the percentages for other grades. It appears that improved access and effective use of student services are positively impacting the performance of DSPS students. For example, enhanced tutoring, higher utilization of adaptive technologies by students, improved student access to DSPS services such as note-taking, access to textbooks on tape, and alternate media may have contributed to improved grades.

Figure 5.3.12 DSPS and DVC Grade Distribution, 2001-02

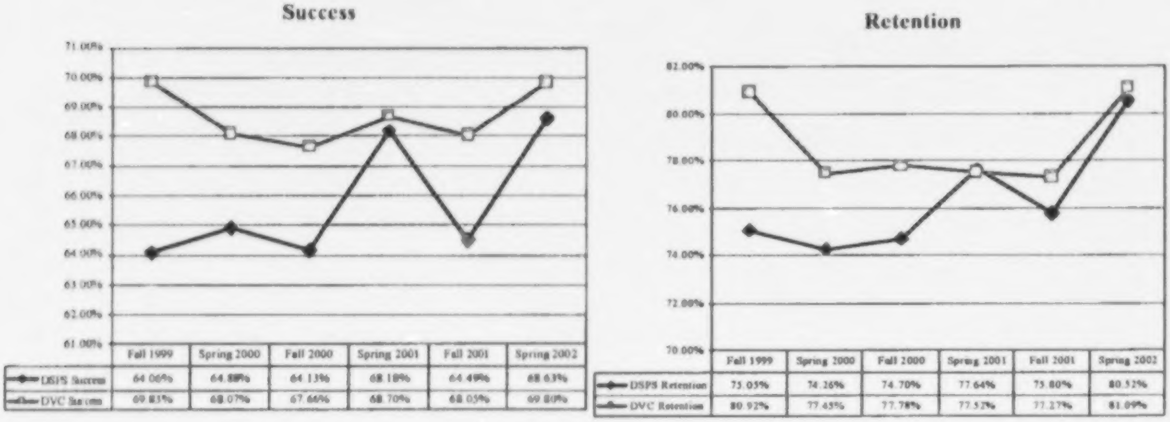


	A	B	C	CR	D	F	NC	I	RD	W
☐ DSPS	26.73%	17.32%	12.64%	9.80%	3.79%	4.61%	1.75%	1.18%	0.27%	21.91%
▨ DVC	30.52%	18.53%	12.00%	7.85%	3.17%	4.75%	1.30%	0.58%	0.43%	20.87%

Comments: DSPS and DVC students share in the ranking of the grades received, where 'A' and 'W' are the most popular grades and 'D' and 'NC' are the least popular ones. However, there is a 5% gap between DSPS students and DVC students with respect to the combined total for the upper grades of 'A' and 'B'. In 2001-02, DSPS students received relatively smaller proportions of 'A' and 'B' (44.1%), compared to that of DVC (49.1%). In contrast, DSPS students had a higher withdrawal rate (21.9% for DSPS and 20.9% for DVC) and a relatively higher share of other grades. The performance gap between DSPS and DVC students should not present a barrier for improvement. Counseling availability and utilization should be beneficial in directing DSPS students toward more effective utilization of program and college services.

Success and Retention

Figure 5.3.13 Success and Retention Rates for DSPS and DVC, Fall 1999 to Spring 2002



Comments: The success rate for DSPS students (grades of A, B, C, and CR) improved gradually between fall 1999 (64.1%) and spring 2002 (68.6%). Nevertheless, DSPS' success rate has consistently lagged behind that of DVC. The gap between the success rate for DSPS and DVC has fluctuated between less than 1% and approximately 6%. Similar observations may be made regarding the retention rates (all grades except 'W'). DSPS' retention rate stood at 75% in fall 1999 and 80.5% in spring 2002. Despite some improvement, the retention rate for DSPS students fell behind that of DVC students in five out of six terms between fall 1999 and spring 2002. These data confirm the earlier observations regarding the grade distribution. Once again, the gap in the success and retention rates for DSPS students should not constitute a barrier to improvement. The program may direct its efforts toward understanding the underlying causes for "underperforming" students. Program services may be targeted toward helping these students.

Table 5.3.3 Success Rates by Type of Disability for Two Years, 2000-01 and 2001-02

Category of Disability	2000 - 01 Success No.	2000 - 01 Total Seat Count	2000 - 01 Success %	2001 - 02 Success No.	2001 - 02 Total Seat Count	2001 - 02 Success %	Total for Two Years Success No.	Total for Two Years Total Seat Count	Total for Two Years Success %
Acquired Brain Injury	146	184	79.4%	134	178	75.3%	280	362	**77.3%**
Dev. Delayed Learner	171	237	72.2%	185	234	79.1%	356	471	**75.6%**
Hearing Impaired	87	119	73.1%	43	62	69.4%	130	181	**71.8%**
Learning Disabled	1,812	2,520	71.9%	1,184	1,701	69.6%	2,996	4,221	**71.0%**
Mobility Impaired	461	662	69.6%	370	525	70.5%	831	1,187	**70.0%**
Psychologically Disabled	286	465	61.5%	243	418	58.1%	529	883	**59.9%**
Visually Impaired	113	160	70.6%	67	111	60.4%	180	271	**66.4%**
Other Disability	1,422	2,328	61.1%	1,367	2,138	63.9%	2,789	4,466	**62.4%**
Average	**4,498**	**6,675**	**67.4%**	**3,593**	**5,367**	**66.9%**	**8,091**	**12,042**	**67.2%**

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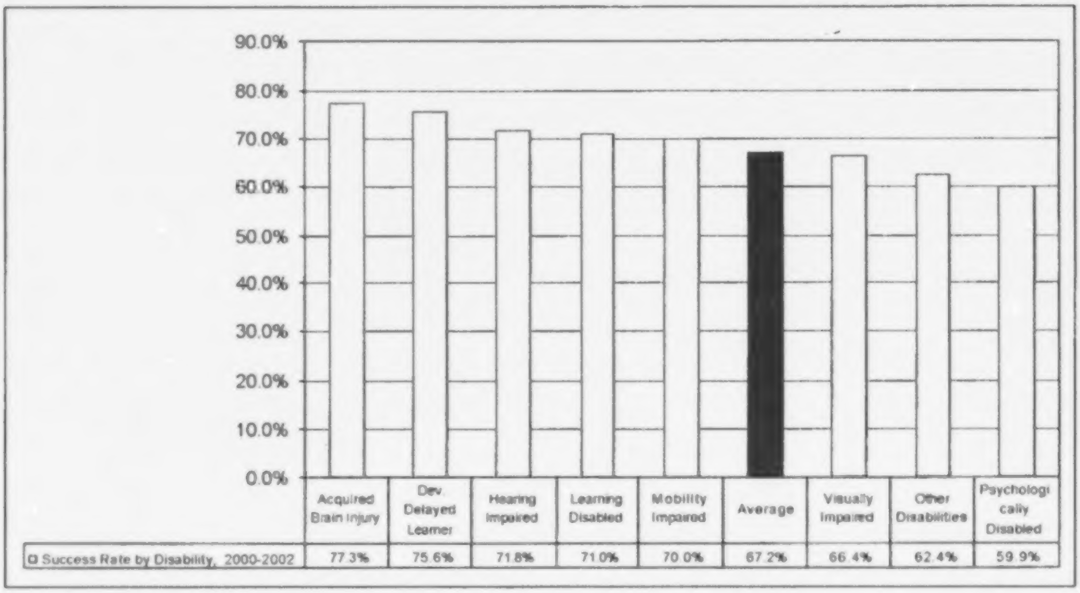
Figure 5.3.14 Ranking of Success Rates by Disability for Two Years, 2000-2002



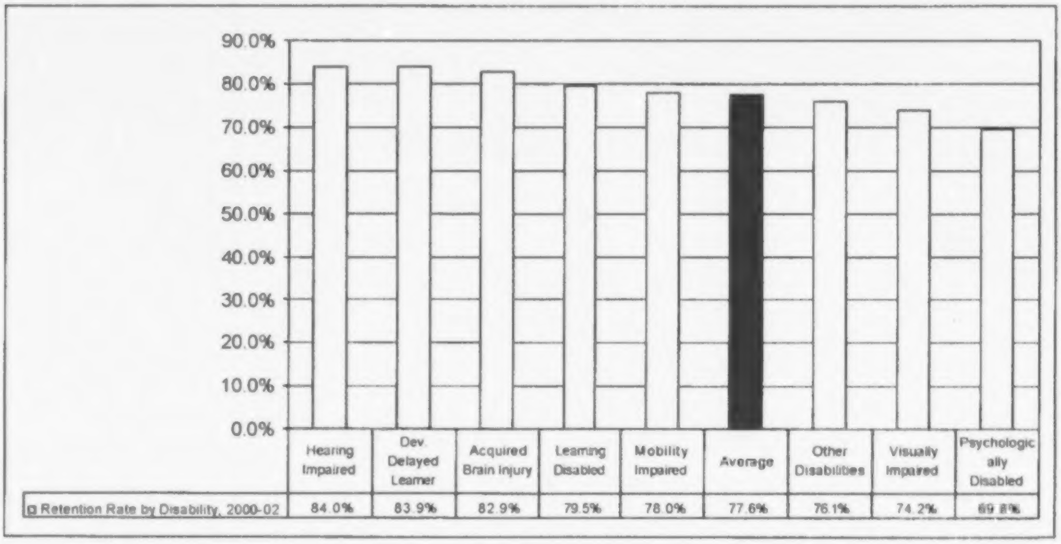
Comments: Examination of the success and retention rates for different types of disabilities aims at focusing the college's efforts on those areas in need of attention and improvement. Since some categories have a relatively smaller number of students, significant swings were bound to occur if one analyzes the data on a term-by-term basis. The aggregation of data for two years (2000-01 and 2001-02) allows for spotting long-term trends and therefore provides a better basis for decision making.

The two-year average success rate for the eight categories of disability stood at 67.2%. A gap of 18% separates the lowest success rate of 59.9% (psychologically disabled) and the highest rate of 77.4% (acquired brain injury). The success rates for five categories of disability were higher than the DSPS average. These categories were acquired brain injury, developmentally delayed learner, hearing impaired, learning disabled, and mobility impaired. The higher than average success rates may be due to the nature of the courses completed (adaptive courses versus regular courses), and the intensity and quality of student services provided (mentoring, counseling, tutoring, etc.). On the other hand, the success rates for three of the eight categories fell below the average for all DSPS students. These categories include the visually impaired, the psychologically disabled, and other disabilities. Apparently, additional efforts may be needed to improve the success rates for those areas that fell below the average, especially the psychologically disabled and those with chronic health conditions (i.e., other disabilities). Furthermore, additional research will be needed to understand the underlying causes for the differences in the success rate among the eight disabilities.

Table 5.3.4 Retention Rates by Type of Disability for Two Years, 2000-01 and 2001-02

	2000 - 01			2001 - 02			Total for Two Years		
Category of Disability	Retention No.	Total Seat Count	Retention %	Retention No.	Total Seat Count	Retention %	Retention No.	Total Seat Count	Retention %
Acquired Brain Injury	158	184	85.9%	142	178	79.8%	300	362	**82.9%**
Dev. Delayed Learner	194	237	81.9%	201	234	85.9%	395	471	**83.9%**
Hearing Impaired	99	119	83.2%	53	62	85.5%	152	181	**84.0%**
Learning Disabled	2,016	2,520	80.0%	1,340	1,701	78.8%	3,356	4,221	**79.5%**
Mobility Impaired	510	662	77.0%	416	525	79.2%	926	1,187	**78.0%**
Psychologically Disabled	332	465	71.4%	284	418	67.9%	616	883	**69.8%**
Visually Impaired	122	160	76.3%	79	111	71.2%	201	271	**74.2%**
Other Disability	1,735	2,328	74.5%	1,662	2,138	77.7%	3,397	4,466	**76.1%**
Average	**5,166**	**6,675**	**77.4%**	**4,177**	**5,367**	**77.8%**	**9,343**	**12,042**	**77.6%**

Figure 5.3.15 Ranking of Retention Rates by Disability for Two Years, 2000-2002



Comments: The two-year average retention rates for the eight categories of disability stood at 77.6%. A gap of 14% separates the lowest rate of 69.8% (psychologically disabled) and the highest rate of 83.97% (hearing impaired). Ranking of the retention rates by disability indicates that five categories had retention rates in excess of the DSPS average, while three categories had rates below the average. Further research is needed to understand the underlying causes for the differences in the success and retention rates among the eight DSPS categories.

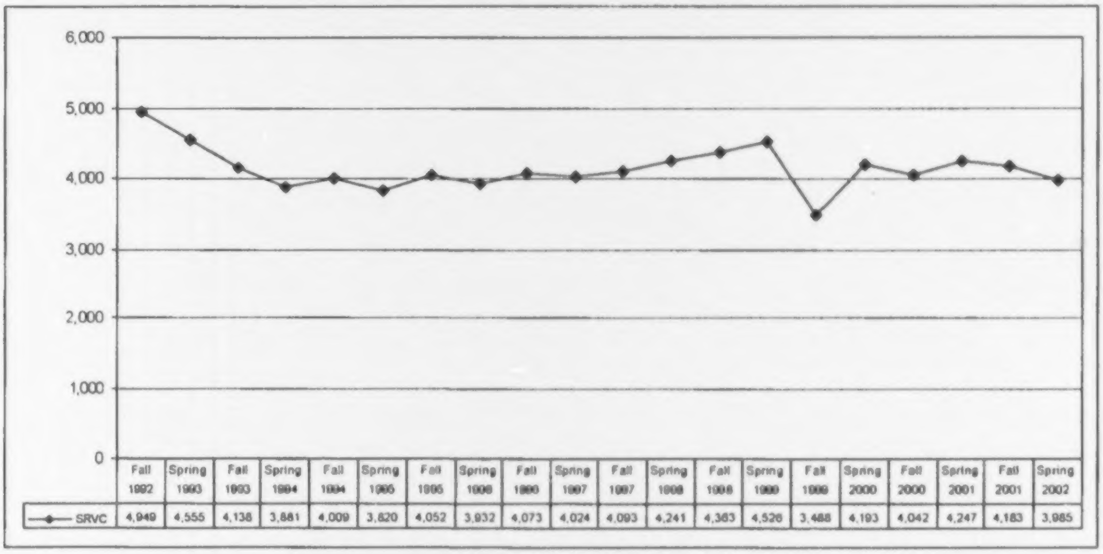
4. San Ramon Valley Center

Student enrollment at San Ramon Valley Center (SRVC) constitutes an important component of the overall institutional enrollments at Diablo Valley College. Enrollment at SRVC has fluctuated by as much as 30% in the past ten years (1992 to 2002). In spring 2002, enrollment headcount stood at 3,985 students or approximately 17% of the total enrollment headcount for DVC as a whole. However, since the majority of students enrolled at SRVC are part-time students, the center's proportionate share of full-time equivalent students (FTES) in spring 2002 represents only 9% of the overall FTES enrollment at DVC. Undoubtedly, the stability of enrollment at SRVC is crucial to the overall stability of the institution since the center is located in one of the fastest growing areas in the county. Every effort should be made to maintain and enhance student enrollment at SRVC.

The following pages provide additional details regarding the enrollment trends, demographics, and student performance at SRVC in comparison with that of DVC as a whole.

Enrollment

Figure 5.4.1 Enrollment Headcount at SRVC for Ten Years, Fall 1992 to Spring 2002



	Fall 1992	Spring 1993	Fall 1993	Spring 1994	Fall 1994	Spring 1995	Fall 1995	Spring 1996	Fall 1996	Spring 1997	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002
SRVC	4,949	4,555	4,138	3,881	4,009	3,820	4,052	3,932	4,073	4,024	4,093	4,241	4,363	4,526	3,488	4,193	4,042	4,247	4,183	3,985

Comments: Headcount enrollment at SRVC has fluctuated widely in the past 10 years. Enrollment peaked in fall 1992 at 4,949 students, declined over a period of two years to reach a low point at 3,820 students in spring 1995, but climbed steadily over a period of four years to reach a high level of 4,526 students in spring 1999. A sharp drop took place in fall 1999 that was mostly due to data integrity issues resulting from the implementation of a new software system (Datatel). Since fall 1999, SRVC enrollment remained at or slightly above 4,000 students. However, the slow economic conditions in the Silicon Valley and in the Bay Area generally in 2001-02 pushed enrollment further down from its most recent peak. In spring 2002, enrollment at SRVC stood at 3,985 students.

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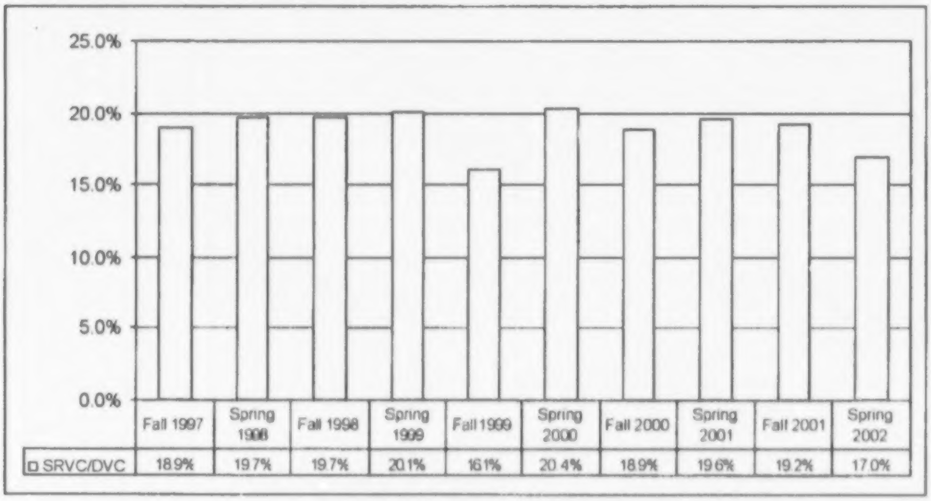
Table 5.4.1 Enrollment Headcount at SRVC and DVC for Five Years

Term	SRVC	DVC	SRVC/DVC
Fall 1997	4,093	21,608	18.9%
Spring 1998	4,241	21,551	19.7%
Fall 1998	4,363	22,094	19.7%
Spring 1999	4,526	22,569	20.1%
Fall 1999	3,488	21,694	16.1%
Spring 2000	4,193	20,593	20.4%
Fall 2000	4,042	21,365	18.9%
Spring 2001	4,247	21,689	19.6%
Fall 2001	4,183	21,737	19.2%
Spring 2002	3,985	23,510	17.0%
Five-Year Average	**4,136**	**21,841**	**18.9%**

Figure 5.4.2 SRVC Percentage of DVC Head Count Enrollment for Five Years

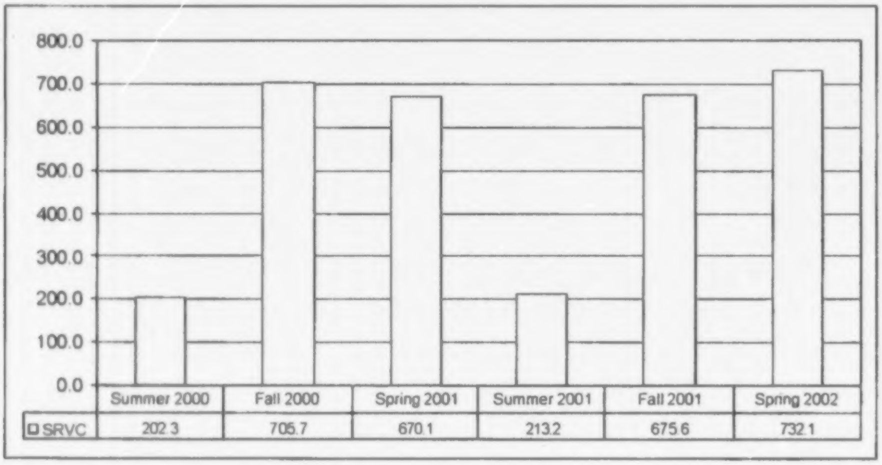


Comments: For the past five years, SRVC headcount enrollment in relationship to that of DVC as a whole averaged 19%. In terms of the relative share of SRVC to the total enrollment count at DVC, the peak was reached in spring 2000 at 20.4%; while the lowest point (other than the faulty data of fall 1999) was reached in spring 2002 at 17%. This last decline was impacted heavily by the changes in the market demand for computer-trained professionals.

Table 5.4.2 FTES Enrollment at SRVC and DVC for Two Years

Term/Year	SRVC	DVC	SRVC/DVC
2000-01			
Summer 2000	202.3		
Fall 2000	705.7		
Spring 2001	670.1		
Total 2000-01	**1,578.1**	**17,476.7**	**9.0%**
2001-02			
Summer 2001	213.2		
Fall 2001	675.6		
Spring 2002	732.1		
Total 2001-02	**1,620.9**	**18,062.0**	**9.0%**
2000-01 to 2001-02 Count	**42.8**	**585.3**	
2000-01 to 2001-02 %	**2.7%**	**3.3%**	

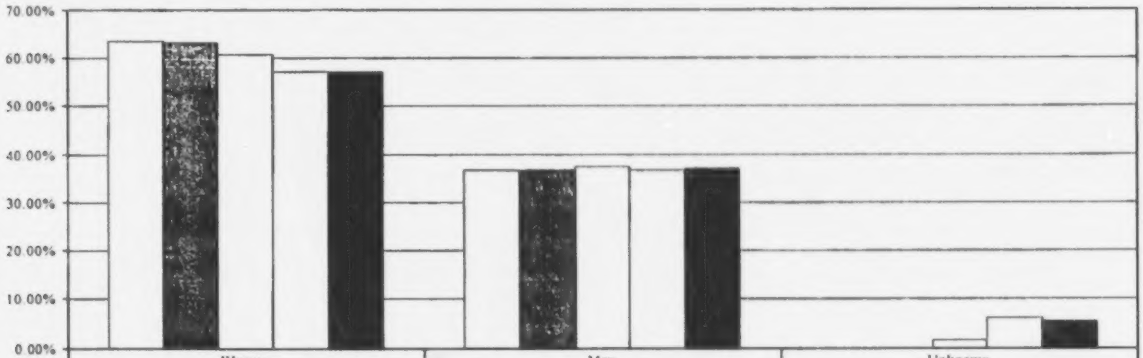
Figure 5.4.3 FTES Enrollment at SRVC, Summer 2000 to Spring 2002



Comments: FTES enrollment at SRVC reached a total of 1,621 students in 2001-02, compared to 1,578 students in the preceding year. This modest growth of 43 FTES represents an increase of 2.7% during this period. DVC enrollment of FTES grew from 17,477 students to 18,062 students, or 3.3%. During the same period, SRVC's share of DVC's overall FTES enrollment remained the same between 2000-01 and 2001-02.

Gender

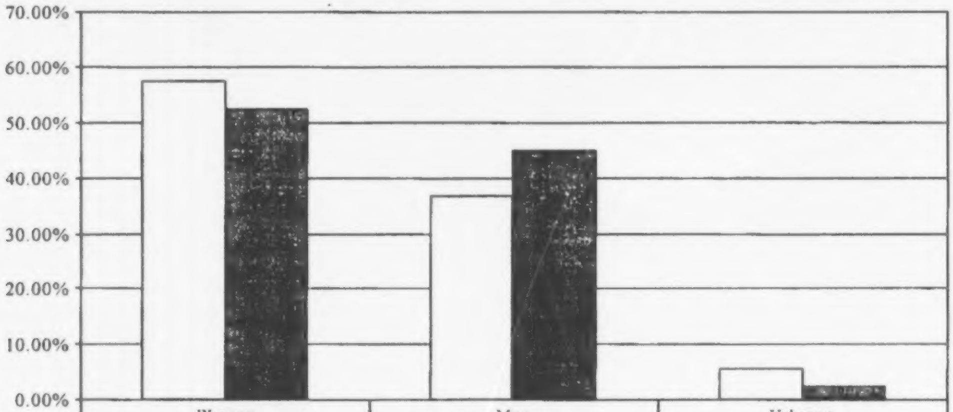
Figure 5.4.4 Percent Enrollment by Gender at SRVC for Five Years



	Women	Men	Unknown
□ 1997-98	63.41%	36.59%	0.00%
▨ 1998-99	63.24%	36.72%	0.04%
□ 1999-00	60.70%	37.53%	1.77%
□ 2000-01	57.22%	36.59%	6.19%
■ 2001-02	57.37%	36.95%	5.68%

Comments: The percentage of women at SRVC has declined steadily from 63.4% in 1997-98 to 57.4% in 2001-02, while the percentage of men remained relatively constant at approximately 37%. In the meantime, the percentage of students who did not respond to the gender question has risen to approximately 6% in 2001-02.

Figure 5.4.5 Percent Enrollment by Gender at SRVC and DVC for 2001-02

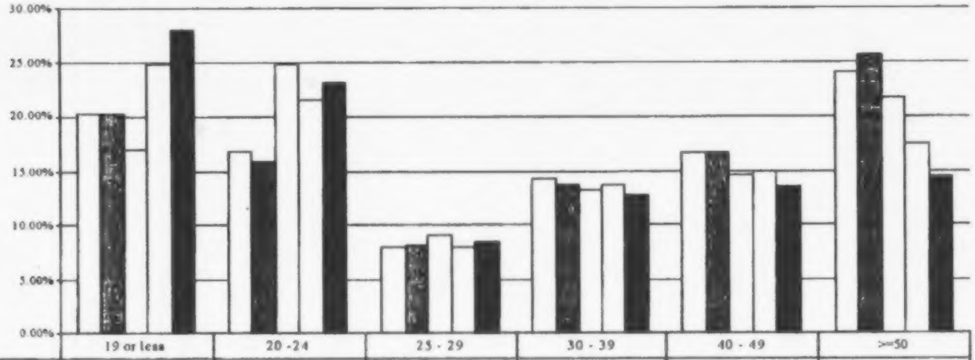


	Women	Men	Unknown
□ SRVC	57.37%	36.95%	5.68%
▨ DVC	52.43%	45.05%	2.52%

Comments: In comparison with DVC as a whole, SRVC had a relatively higher percentage of female students and a lower percentage of male students. This disparity may be due to the fact that a relatively larger percentage of women are entering the workforce and are taking short courses to prepare for a career or to enhance their skills in an existing job.

Age

Figure 5.4.6 Percent Enrollment by Age at SRVC for Five Years

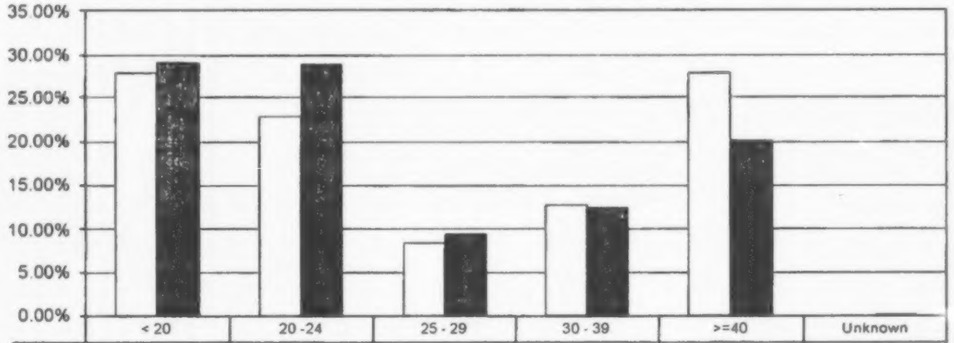


	19 or less	20 -24	25 - 29	30 - 39	40 - 49	>=50
□ 1997-98	20.37%	16.79%	7.88%	14.22%	16.74%	24.00%
■ 1998-99	20.34%	15.90%	8.03%	13.58%	16.60%	25.55%
□ 1999-00	16.98%	24.68%	9.00%	13.24%	14.58%	21.52%
□ 2000-01	24.70%	21.40%	7.91%	13.64%	14.88%	17.47%
■ 2001-02	27.89%	23.08%	8.46%	12.63%	13.45%	14.48%

(*) Data for 1999-00 represent an anomaly due to the implementation of a new software system (Datatel)

Comments: The trend over the past five years indicates a steady increase in the percentage of students who are less than 25 years old (37% in 1997-98 to 51% in 2001-02). This increase may be due to the relatively larger percentage of high school students enrolling at SRVC immediately after graduation. The proximity of SRVC to one of the fastest growing population centers in the county (south county) may have contributed to this phenomenon. On the other hand, the substantial decline in the enrollment of students at the age of 25 year and older (63% in 1997-98 vs. 49% in 2001-02) may be due to higher levels of employment during this period.

Figure 5.4.7 Percent Enrollment by Age at SRVC and DVC for 2001-02

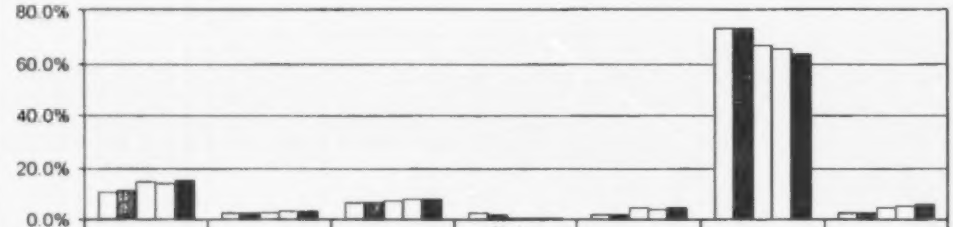


	< 20	20 -24	25 - 29	30 - 39	>=40	Unknown
□ SRVC	27.89%	23.08%	8.46%	12.63%	27.93%	0.00%
▨ DVC	29.17%	28.75%	9.35%	12.38%	20.16%	0.19%

Comments: The percentage of students in the younger age groups (less than 25 years) at SRVC (51.0%) lags behind that of DVC (57.9%). In addition, the percentage of SRVC's students aged 25 years and older (49.0%) exceeds that of DVC (41.9%). However, it should be noted that over time, the age differences that distinguish SRVC from DVC as a whole are gradually disappearing, particularly if one examines the trend over the past five years (see the previous figure).

Ethnicity

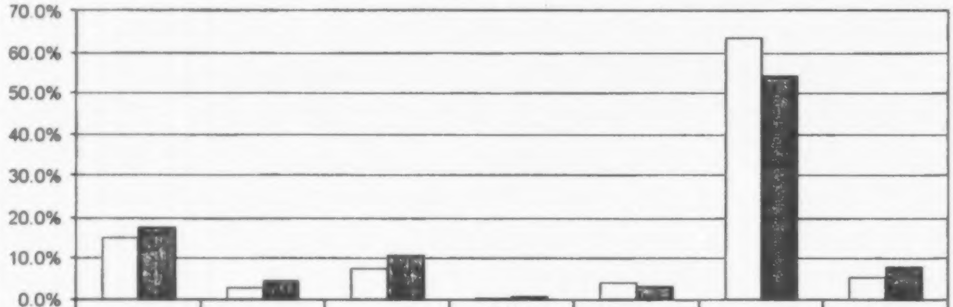
Figure 5.4.8 Percent Enrollment by Ethnicity at SRVC for Five Years



	Asians	Af. Americans	Hispanics	Native Americans	Non - White	Whites	Unknown
☐ 1997-98	11.1%	2.4%	6.5%	2.2%	1.8%	73.2%	2.8%
■ 1998-99	11.7%	2.5%	6.5%	21%	1.7%	72.7%	2.8%
☐ 1999-00	14.4%	2.8%	6.7%	0.6%	4.3%	66.6%	4.6%
☐ 2000-01	14.2%	3.4%	7.4%	0.6%	4.0%	65.2%	5.2%
■ 2001-02	15.2%	2.9%	7.7%	0.5%	4.5%	63.5%	5.7%

Comments: The percentage of White students declined from 73.2% in 1997-98 to 63.6% in 2001-02. Nevertheless, Whites remain to be the dominant ethnic group at the SRVC campus. Simultaneously , the percentages of all other ethnic groups have risen during the same period, with the exception of Native Americans. The growth in the percentage of Asian students was faster than that for the African Americans and Hispanics. It should be noted that a relatively growing number of students (5.73%) are opting for the Unknown ethnic category. In effect, over the past five years, students enrolled at SRVC are becoming more diverse.

Figure 5.4.9 Percent Enrollment by Ethnicity at SRVC and DVC for 2001-02

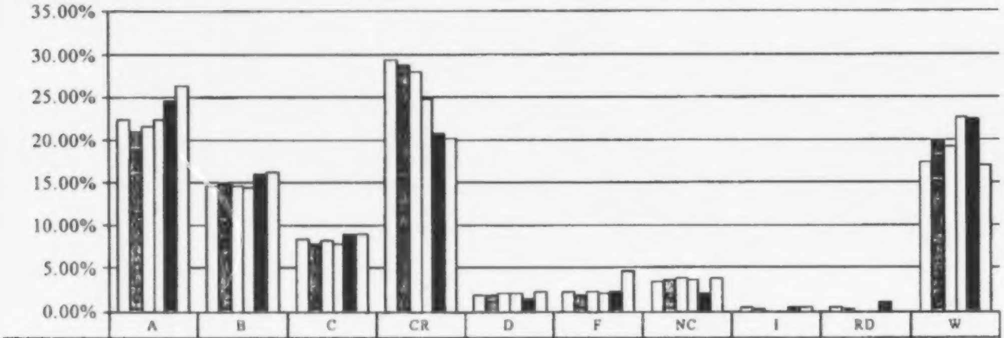


	Asians	Af. Americans	Hispanics	Native Americans	Non - White	Whites	Unknown
☐ SRVC	15.2%	2.9%	7.7%	0.5%	4.5%	63.5%	5.7%
■ DVC	17.9%	4.8%	10.8%	0.7%	3.3%	54.3%	8.3%

Comments: The percentage of White students at SRVC exceeds that of DVC by more than 10% (64.6% at SRVC, and 54.3% at DVC). Consequently, the rate for the Non-White ethnic groups at SRVC falls below that of DVC as a whole (30.7% for SRVC and 37.45% for DVC). However, SRVC's ranking of various ethnic groups in terms of their proportionate share of enrollment tracks that of DVC as a whole. Asians represent the second largest group, followed by Hispanics and African Americans.

Grade Distribution

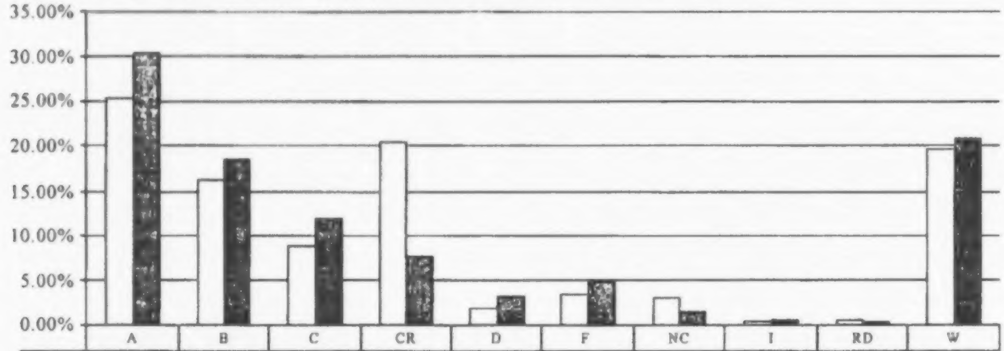
Figure 5.4.10 Grade Distribution at SRVC for Five Terms, Fall 1999 to Spring 2002



	A	B	C	CR	D	F	NC	I	RD	W
☐ Fall 1999	22.30%	14.58%	8.47%	29.23%	1.81%	2.28%	3.44%	0.32%	0.33%	17.24%
▨ Spring 2000	21.00%	14.82%	7.87%	28.77%	1.84%	1.78%	3.76%	0.12%	0.12%	19.93%
☐ Fall 2000	21.52%	14.69%	8.32%	27.94%	2.03%	2.28%	3.92%	0.05%	0.05%	19.20%
☐ Spring 2001	22.39%	14.43%	7.94%	24.89%	1.95%	1.98%	3.75%	0.08%	0.08%	22.51%
■ Fall 2001	24.61%	16.10%	8.94%	20.72%	1.49%	2.28%	1.98%	0.33%	1.09%	22.46%
☐ Spring 2002	26.35%	16.36%	8.86%	20.18%	2.21%	4.61%	3.94%	0.42%	0.00%	17.07%

Comments: The most important trend in the grade distribution at SRVC in the past three years has been the gradual but steady decline in the percentage of "CR" grades (29% in fall 1999 versus 20% in spring 2002). A "CR" grade represents a satisfactory performance, but the units are not counted in the GPA. Concurrently, the percentages of other letter grades increased during this period. This trend reflects the earlier observation about the age of students at SRVC. More students are enrolled at SRVC directly from high school, as opposed to working for a while then returning to the classroom. High school students tend to take courses for credit in preparation for transfer to four-year institutions, or toward earning an AA degree or certificate.

Figure 5.4.11 Grade Distribution at SRVC and DVC for 2001-02

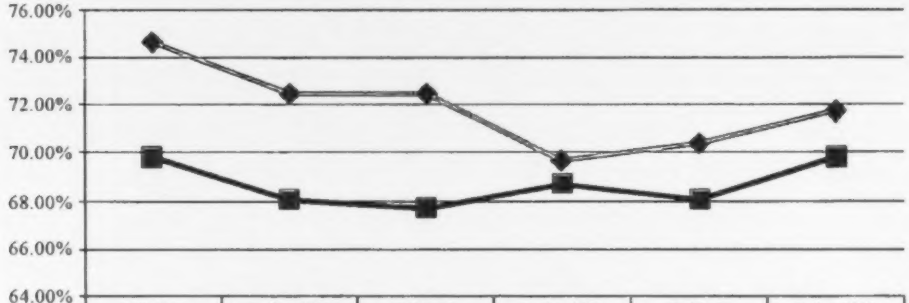


	A	B	C	CR	D	F	NC	I	RD	W
☐ SRVC	25.50%	16.23%	8.90%	20.44%	1.86%	3.47%	2.98%	0.38%	0.53%	19.70%
▨ DVC	30.52%	18.53%	12.00%	7.85%	3.17%	4.75%	1.30%	0.58%	0.43%	20.87%

Comments: The grade distribution presented above represents the full academic year (summer 2001, fall 2001 and spring 2002). Based on the distribution of grades in 2001-02, more than 20% of the students at SRVC earned a grade of "CR", compared to less than 8% of the students at DVC. The popularity of this grade reflects the substantial number of SRVC students enrolled in short courses. For the upper grade categories (A, B, and C), students at SRVC under-performed those enrolled at DVC as a whole by approximately 10% (51% of the students at SRVC received grades of A, B, or C, compared to 61% at DVC as a whole). For the remaining grade categories, the differences between SRVC and DVC as a whole were not significant.

Success and Retention

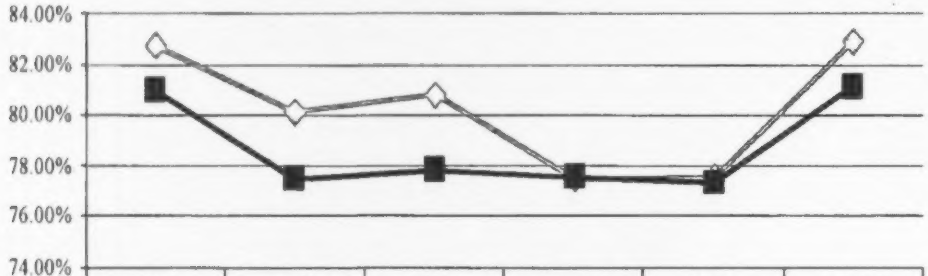
Figure 5.4.12 SRVC and DVC Success Rates, Fall 1999 to Spring 2002



	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002
SRVC Success	74.58%	72.46%	72.47%	69.65%	70.37%	71.74%
DVC Success	69.83%	68.07%	67.66%	68.70%	68.05%	69.80%

Comments: The success rate for SRVC students declined from 74.6% in fall 1999 to 71.7% in spring 2002. The comparable numbers for DVC as a whole were 69.8% for both reference points. Examination of the data for the three-year period indicates a consistent pattern where the success rate for SRVC has been higher than that of DVC by an average of 3.4%. This difference is largely due to the influence of the "CR" grade at SRVC. A significant number of the courses at SRVC represent short courses offered for adult learners. The grade of "CR" is usually assigned to these courses and therefore affects the success and retention rates in favor of SRVC. However, over the past three years, the percentage of "CR" grades has declined steadily (29% in fall 1999 vs. 20% in spring 2002) and therefore the success rate has declined and is gradually resembling that at DVC.

Figure 5.4.13 SRVC and DVC Retention Rates, Fall 1999 to Spring 2002



	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002
SRVC Retention	82.76%	80.07%	80.80%	77.49%	77.54%	82.93%
DVC Retention	80.92%	77.45%	77.78%	77.52%	77.27%	81.09%

Comments: The retention rate at SRVC declined between fall 1999 and spring 2001, but rose to previous levels in spring 2002. Compared to DVC as a whole, the retention rate for SRVC has been higher than the comparable rate at DVC by an average of 1.6% over the past three years. Apparently, a relatively smaller percentage of students withdraw from classes at SRVC (average of 19.7) compared to that of DVC (average of 21.0).

5. DVC Athletics

Diablo Valley College has a long and rich history of participation in intercollegiate athletics. The college is a member of the California Commission on Athletics and has competed regularly in the following conferences:

- Northern California Alliance for men's football
- Central Valley Conference for men's and women's polo
- Bay Area Conference for all other sports

DVC provides intercollegiate athletics opportunities for both men and women through 17 sports: 9 for women and 8 for men. Women's sports include basketball, cross-country, soccer, softball, swimming, tennis, track and field, volleyball, and water polo. Men's sports include baseball, basketball, cross-country, football, swimming, tennis, track and field, and water polo.

Table 5.5.1 Participation in Sports by Gender, 2000-2001 and 2001-2002

Sports	2000-2001		2001-2002	
	Men	Women	Men	Women
1. Baseball	37	0	28	0
2. Basketball	14	11	13	13
3. Cross-Country	20	9	14	8
4. Football	68	0	68	0
5. Soccer	0	25	0	20
6. Softball	0	14	0	13
7. Swimming and Diving	24	23	27	25
8. Tennis	14	8	10	7
9. Track & Field	29	20	22	11
10. Volleyball	0	11	0	11
11. Waterpolo	18	19	18	20
Total	**224**	**140**	**200**	**128**
Percent of Participation	**62%**	**38%**	**61%**	**39%**
Percent of Men/Women in General Student Population at DVC	**46%**	**54%**	**46%**	**54%**
Difference	**16%**	**-16%**	**15%**	**-15%**

Source: DVC Intercollegiate Athletics; Equity in Athletics Disclosure Act (EADA) Survey 2001

Comments: Table 5.5.1 compares the level of participation in DVC intercollegiate athletics by sport and gender for the period of 2000-01 and 2001-02. During this period, DVC's overall athletic participation declined by 36 participants or 10%, from 364 in 200-01 to 328 participants in 2001-02. The sharpest declines were in track and field (a loss of 16) and baseball (a loss of 9). Despite the slight increase in women's athletic participation by 1% (from 38% to 39%) during this period, a gap of 15% still exists between their level of athletic participation (39%) and their proportionate representation in the overall student population at DVC (54%). Undoubtedly, additional efforts should be made to improve equity in athletic participation among the genders at DVC.

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Table 5.5.2 Head Coaches and Sports by Gender, 2001-2002

Head Coach	Men	Women	Sports	Men	Women
Rob Willson/Larry Quirico	X		Baseball - Men	X	
Steve Coccimiglo	X		Basketball - Men	X	
Scott Espinosa-Brown	X		Basketball - Women		X
Dan Cruz	X		Cross-Country - Men/Women	X	X
			Track & Field - Men/Women	X	X
Ralph DePew	X		Football - Men	X	
Cailin Mullins		X	Soccer - Women		X
Theresa Flores-Lowry		X	Softball - Women		X
Rick Millington	X		Swimming - Men/Women	X	X
			Waterpolo - Women		X
Len Chaplin	X		Waterpolo - Men	X	
Marv McKean	X		Tennis - Men	X	
Dan Lindstrom	X		Tennis - Women		X
Jackie Ponciano-Rabb		X	Volleyball - Women		X
Total	9	3		8	9
Percentage	75.0%	25.0%		47.0%	53.0%

Source: DVC Intercollegiate Athletics; Equity in Athletics Disclosure Act (EADA) Survey 2001

Comments: Table 5.5.2 presents a comparison between the gender of the sports and the gender of the head coaches. In 2001-2002, 12 head coaches directed 17 sports. Nine of the head coaches (75 percent) were men, and three (25 percent) were women. A gap of 28 percent exists between the gender of the coaches and that of the sports. Furthermore, there is a lower percentage of women head coaches (25%) compared to that of women athletes (39%).

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Table 5.5.3 Student Athletes Transferring to Four-Year Institutions, 2000-2001 and 2001-2002

	2000 - 2001			2001 - 2002		
Sports	**Transfer**	**Participation**	**Trans/Partic**	**Transfer**	**Participation**	**Trans/Partic**
Men's						
Baseball	6	37	16%	10	28	36%
Basketball	5	14	36%	3	13	23%
Football	9	68	13%	14	68	21%
Tennis	-	14	0%	3	10	30%
Subtotal	**20**	**133**	**15%**	**30**	**119**	**25%**
Women's						
Basketball	1	11	9%	3	13	
Soccer	3	25	12%	6	20	30%
Softball	5	14	36%	1	13	8%
Tennis	3	8	38%	1	7	
Volleyball	-	11	0%	-	11	
Subtotal	**12**	**69**	**17%**	**11**	**64**	**17%**
Men's/Women's						
Cross-Country	1	29	3%	4	22	18%
Track & Field	4	49	8%	7	33	21%
Swim/Water Polo	18	84	21%	22	90	24%
Student Ath. Trainer	6	-	0%	4	-	
Subtotal	**29**	**162**	**18%**	**37**	**145**	**26%**
Grand Total/Average	**61**	**364**	**17%**	**78**	**328**	**24%**

Source: DVC Intercollegiate Athletics; Equity in Athletics Disclosure Act (EADA) Survey 2001

Comments: Table 5.5.3 presents data relative to DVC student athletes who transferred to four-year institutions in 2000-2001 and in 2001-2002. A comparison is made between the number of transfers and the number of participants in each sport. Approximately 24 percent of the student athletes transferred to four-year institutions in 2000-2001. These institutions include the University of California, California State University and numerous other colleges and universities in California and in other states. It should be noted that DVC's overall transfer rate for the 1995 cohort was 44.15%. (For an explanation of the calculation for transfer rate, see part 4, Benchmarking, Transfer to four-year institutions, in this section.)

6. Special Populations: Summary and Implications

- Representation of international students is increasing at DVC. The number of international students more than doubled over the last ten years, from 351 in fall 1992 to 735 in spring 2002 The high median household income in the county and the very high mean earnings in DVC's service area suggest that doubling fees per credit unit (due to the budget emergencies in early 2003) would not be injurious to long-term enrollment levels.
- The attraction to DVC in large numbers and from different parts of the globe attest to the college's quality education and its reputation as a transfer institution. International students represented more than 70 countries in the past three years, although the majority (81%) are from East and Southeast Asia. The college may want to target other Asian and non-Asian countries to continue to enhance the current international population.
- International students represent a select group that is highly motivated and self-directed. These students receive better grades than DVC students (44% received A's, compared to 31%, respectively), lower withdrawal rates (9% and 21%, respectively), higher success rates (86% and 69%, respectively), and higher retention rates (92% and 79%, respectively).
- Recruitment of a diverse group of international students will become a challenge, particularly in light of the events of September 11, 2001. Enrollment growth will undoubtedly slow down due to security matters and the length of time it will take to obtain a student visa (F-1). However, the affordability of California's community colleges and the quality of academic and service programs at DVC constitute a magnet that will continue to attract international students. This attraction may ameliorate the negative impact of recent events.
- Enrollment headcount for the EOPS program reached a total of 807 students in 2000-01, or approximately 3.7% of the overall enrollment at DVC. On the other hand, enrollment seat count (course enrollment count) reached a high level of 3,586 students or 5.7% in Spring 2002. Apparently, EOPS students enroll in a full load of course work, compared to the overall student body at DVC.
- The growth of EOPS students between 1999 and 2002 (11%) reflects the efforts of the EOPS staff to recruit students to this program. It is also a reflection of the changing demographics and the overall enrollment growth at DVC during this period.
- In 2000-01, EOPS had a higher percentage of female students, a higher percentage of minority students, and different proportionate shares of various age groups compared to DVC students. These differences reflect the nature and focus of the program that is tailored to meet the needs of first-time economically and educationally disadvantaged college students.
- There are also marked differences between EOPS and DVC students with respect to academic performance. EOPS students earn relatively lower percentages of the "A" and "B" grades, but relatively higher percentages of the "C", "D", "F", and "W" grades. Consequently, the success rates for EOPS students has lagged behind that of DVC by an average of 5%, while the retention rates varied by an average of 3%. Every effort should be made to improve the performance of this student cohort. While the program monitors the academic progress of students, stronger interventions utilizing counseling and supplemental instruction techniques could strengthen the academic performance of this group.

- Over the past five years (fall 1997 to spring 2002), the average enrollment of DSPS students was 1,174 students, or 5% of DVC enrollment. The two largest categories of disabled students over a combined five year period (1996-97 to 2000-01) are the learning disabled (33%) and other disability (31%).
- On average, there is a larger proportion of women students than men in the disabled students category. This gap widened to 7% (53% women verses 46% men) in 2000-01.
- Changes in the demographics of the DSPS students follow that of the general DVC population. That is, over the last five years DSPS students have been entering at an earlier age and are becoming more diverse. The proportion of DSPS students between 20-24 increased during this time, while those in the 25-29 age category decreased. Additionally, the proportion of DSPS White students decreased (74% in 1997-97 to 65% in 2000-01), while either ethnic categories increased.
- Although both the DSPS and DVC populations are becoming more diverse over time, there are still some marked differences between these two populations. Specifically, White and African American students are overrepresented in the DSPS population compared to DVC, while Asian students are underrepresented.
- DSPS student performance has been increasing over the last three years, with increases in the proportion of students receiving higher grades (A, B, and C), higher success rates, and higher retention rates. Clearly the outreach efforts and services provided are helping students to improve. However, DSPS students still lag behind the DVC students with lower A's and B's, as well as lower success and retention rates.
- Student performance varies by type of disability, with psychologically disabled students exhibiting the lowest success and retention rates, while acquired brain injury students had the highest success and hearing impaired had the highest retention rates. It appears the psychologically disabled would benefit from increased use of the college's resources, such as tutoring, specialized services, and counseling.
- Students enrolled at SRVC have demographic characteristics which are different from those of students enrolled at DVC. For example, in 2001-02, SRVC has a higher percentage of female students and a larger share of adult learners 25 years of age and older. However, SRVC has been gradually losing its traditional clientele of adult learners. Course scheduling and enhanced student services should take into consideration the special needs of this group. On the other hand, SRVC has witnessed a substantial increase in the number and percentage of young students less than 25 years old in 2001-02. The location of SRVC in one of the fastest growing population centers in Contra Costa County may have contributed to this phenomenon.
- The ethnic mix of students at SRVC is also different from that of DVC as a whole. In 2001-02, Whites constituted a much larger percentage of students at SRVC. Asians represented the second largest group, followed by Hispanics and African Americans. However, the percentage of White students at SRVC has declined over the past five years from 73% in 1997-98 to 64% in 2001-02. In contrast, the percentage of other ethnic groups has risen during this period. Undoubtedly, the past five years witnessed a gradual move toward more diversity of the student population at SRVC.
- Furthermore, there are marked differences between SRVC students and DVC with respect to the distribution of course grades. This difference is expected since a major segment of the course offerings at SRVC represents short courses, where the grade of CR is usually assigned in place of other letter grades.

Accountability and Institutional Effectiveness

College Productivity

Course Success and Retention

Partnership For Excellence

Benchmarking

Diversity

Library

Evaluation of the College's Strategic Plan

Section VI: Accountability and Institutional Effectiveness

Public debate about the accountability of all institutions in American society has been escalating for years, if not decades. In the 1990s, discontent with major institutions and their bureaucracies reached unprecedented levels.*

Public discontent has focused on government, medicine, business, the media, organized religion and higher education. It is no surprise to find higher education on this list. The cost of higher education has been increasing at a much faster pace than the consumer price index. Furthermore, the public has expressed increasing concern about efficiency in higher education and the effectiveness and relevance of its curricula.

State officials, including governors, legislators, coordinating boards, and appointed officers, have responded to these forces by focusing their higher education efforts on assessment, governance and reporting issues. The federal government, through the U.S. Department of Education, implemented new amendments to the Higher Education Act in 1992 and again in 1998. These amendments significantly altered the role of federal and state government, as well as the role of private voluntary accreditation, in their systems of accountability.

The current matrix of accountability of American colleges and universities is very complex. However, it may be safe to say that higher education does not lack accountability; rather, it lacks enough of the proper kind. Despite this complexity, accountability has two dimensions: internal and external. Internal accountability (or assessment) focuses primarily on teaching and learning and is campus centered. External accountability, on the other hand, provides evidence and assurance, largely to outside audiences, that institutional missions are being accomplished.

Internal Accountability

Internal accountability focuses on candid reviews of the quality of education in each academic unit. The focus of internal accountability is the enhancement of the effectiveness of the institution in providing quality educational and educational-support services. Internal accountability flourishes when institutions nurture a climate of critical self-evaluation where each unit is allowed to express its own mission, strengths, and weaknesses; and, more importantly, to take effective actions to address those weaknesses. This can be accomplished through faculty-led internal reviews, new practices for academic administrators and better institution-wide systems of internal self-evaluation overseen by the President and senior academic leaders.

External Accountability

External accountability has been linked to the funding of public colleges and universities. The use of performance as a factor in funding public higher education institutions takes one of two forms:

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*Graham, Patricia Abjerg, et.al. *Accountability of Colleges and Universities, An Essay*. New York, NY: Columbia University, 1995.

- Performance funding ties specific dollar amounts to measured institutional results on each of a number of designated indicators. The link is automatic and formulaic.

- Performance budgeting allows consideration of campus performance as one factor in determining the total allocation for an institution. The tie between performance and allocation is, in this case, loose and discretional.

In 1999, more than 30 states were using either one or both of these approaches. Both programs contain the following two components:

- Program goals include demonstrating external accountability, improving institutional performance, and meeting state needs.

- Performance indicators specify the areas of anticipated achievement and define how they are to be measured.

California Experience

Most states claim both institutional improvement and public accountability as purposes for performance funding. The state of California adopted performance funding measures in 1998 and made institutional improvement the primary goal, whereas most other states emphasized public accountability. In California, the program referred to as Partnership for Excellence (PFE) is applicable to two-year institutions, while in other states, both two- and four-year institutions are involved. California's colleges have three years to implement mechanisms that will lead to the improvement of selected indicators. The PFE program will be reviewed in 2005-2006. This allows institutions to identify and implement necessary methods for improvement. Frequent changes in indicators would inhibit assessment of progress.

Indicators

The selection of performance indicators is the most challenging task of the performance-funding program. Indicators reflect the strategic priorities of state policy makers concerning public higher education. The type of indicator selected reflects the emphasis of the program. Performance indicators fall into four categories: input, process, output, and outcome.

An *Input* is defined as a resource (financial, human and physical) used to support programs and services.

A *process* is the means or method used to deliver programs and services. This may take the form of student assessment, program review, curriculum review, or accreditation.

An *output* involves the quantity of products actually produced. The number of transfer students and the number of graduates are examples of outputs.

An *outcome* is the result or impact of program activities and services on students, states and society. Outcomes can include student learning, job placement and satisfaction with services.

A program that has mostly output and outcome indicators reflects emphasis on products and results, whereas process indicators are concerned with developing interventions and putting in place mechanisms that will eventually lead to improved results.

The Partnership for Excellence program in California places emphasis on outputs and processes. It lacks emphasis on the most important indicator: outcomes or results. For example, the program is silent with respect to student learning outcomes, job placement and satisfaction surveys (students, alumni and employees) – some of the most useful indicators that have been implemented in other states. The PFE program has five indicators:

- Number of transfer students (output)
- Number of degrees and certificates awarded (output)
- Successful course completion (output)
- Workforce development and vocational education (process and output)
- Remedial and developmental education (process and output)

The number of indicators is small compared to the number in other states. This is an advantage in that it allows institutions to concentrate their efforts on a few areas as opposed to numerous indicators that make improvement difficult.

Criteria for Success

The PFE program does not assign any ranking or priority for these five indicators. However, it is essential for the program to specify the criteria or methods for measuring success or progress toward accomplishment of goals. Two criteria are commonly used: longitudinal institutional improvement over time, and comparison against state or national peers. The first criterion emphasizes the uniqueness of each institution with respect to its stated mission, and its strengths and weaknesses. The second criterion identifies state or national averages of peer institutions; these become targets to be reached or surpassed by a given college. California's current policy is unique because performance will be measured for the community college system as a whole, rather than for each institution. While this approach makes performance funding more acceptable, it is unclear how the goals will be actually achieved without rewarding performance at the institutional level.

Dimensions of Accountability at DVC

There are several dimensions of accountability and institutional effectiveness at Diablo Valley College. These dimensions include, but are not limited to, the following:

- The program review process
- The Partnership for Excellence program
- College productivity
- Benchmarking with peer institutions
- Evaluation of the college's strategic plan
- The curriculum review process
- Periodic self study reports prepared in connection with certification or accreditation of the

institution or its individual programs by regional, professional, or governmental agencies
- Reports on operational or financial audits
- Reports related to the evaluation of personnel at all levels
- Reports related to the assessment of adequacy, usability and quality of facilities, and equipment
- Other reports prepared for the evaluation of plans, programs and services, of both academic and non-academic units

However, before presenting the details related to the multi-dimensional aspects of accountability, it may be useful to briefly discuss the organizational infrastructure that supports and institutionalizes DVC's thrust for accountability and effectiveness.

Organizational Setting

Several college entities provide quality assurance through the intellectual exchange of ideas with persons that represent diverse points of view and who represent a variety of constituents. The following entities operate at the institutional level and may be supported by others operating at the divisional and departmental levels.

The **Leadership Council** provides a forum for constituent leadership to discuss issues of general campus concern, and to be the final recommending body with regard to college policies and major issues regarding college resources. The Council consists of six members including the college President, Presidents of the Faculty Senate, Classified Senate and Associated Students, and Vice Presidents of United Faculty and Local One.

The **Planning Council** is responsible for overseeing the implementation and continuing development of the college's strategic plan and for ensuring that other college planning as well as decisions regarding resource allocation, staffing, and program development are integrated with the strategic plan. The Planning Council is also responsible for the development of other major college-wide plans, such as the Partnership for Excellence Plan. The nine members of the council represent four constituent groups: the faculty, classified staff, administration, and students. The council began its activities in October 1999. It reports to the college as a whole, both at the beginning of the academic year, when it develops its action plan, and at the end of the academic year, when it reports on results.

The **Budget Oversight Committee** is responsible for recommending priorities and major categories for the college budget. The seven members of the committee represent the administration, faculty, and staff. This committee reports to the Director of Business Services and as needed to the DVC Leadership Council.

The **Information Technology Committee** is responsible for making strategic planning and policy recommendations for campus computing, networking, and instructional technology applications. This committee is also responsible for developing and overseeing the DVC Technology Master Plan. The 15 members of the committee represent the four constituents of the college, namely, administration, faculty, staff, and students. The committee reports to the Executive Dean of Information Technology and Services and, as needed, to the DVC Leadership Council.

The **Enrollment Management Team** is responsible for overseeing the implementation of the Enrollment Management Plan. In addition, the team makes recommendations for enrollment targets and for improving recruitment, retention, and enrollment strategies. The team consists of managers that are closely associated with enrollment activities. The team reports to the Vice President of Academic Affairs and, as needed, to the college President.

The **Instruction Committee** is responsible for overseeing the curriculum review process and for ensuring compliance with state regulations governing the instructional program. The committee consists of 15 members, representing all instructional divisions, the Office of Academic Affairs, and a student representative.

The focus of the discussion that follows will be on seven dimensions of accountability and institutional effectiveness, namely:

College Productivity
Course Success and Retention Rates
Partnership for Excellence
Benchmarking
Diversity
DVC Library
Evaluation of the College's Strategic Plan

Note: Due to the substantive nature of each of these subsections, the summaries and implications in this Accountability section are presented at the end of each subsection, rather than at the end of the entire section.

1. College Productivity

College productivity is an important indicator of performance for higher education institutions. It is used by the state of California and other states throughout the country as a basis for funding. The higher the college productivity, the higher the funds allocated to the college by the state. When used internally by academic programs, productivity measures can focus attention on areas of strength and weakness regarding student enrollment and faculty resources. However, productivity measures should not be used in isolation from other indicators of performance. For a balanced assessment of academic programs, productivity measures should be combined with other indicators such as course completion rates (success and retention), number of degrees and certificates awarded, number of transfer students to four-year institutions, job placement rates, passing rates on licensing examinations, alumni rates of satisfaction with the programs, employers' satisfaction with graduates, and most importantly, student learning outcome measures. College productivity may be measured in several ways, including the following six measures:

Weekly student contact hours (WSCH)
Full-time equivalent students (FTES)
Full-time equivalent faculty (FTEF)
Academic load (WSCH over FTEF)
Student-Faculty ratio (FTES over FTEF)
Average class size (seat count over the number of classes offered)

The first three indicators represent absolute numbers or counts, while the last three represent ratios that relate outputs or products to resources or inputs. The presentation in this section focuses on measuring productivity by academic departments or units for two full academic years (summer, fall and spring). Departments are compared in terms of their rank (high to low) with respect to a given measure.

Meaning of Terms

Before presenting the data for these six indicators of productivity, it would be useful to discuss the meaning of the terms used.

Weekly Student Contact Hours (WSCH): WSCH is a measure of productivity that represents the number of students enrolled in different courses at Census date times the number of contact hours per week. The number of contact hours per week varies according to the nature of the course (lecture, laboratory, counseling, etc.; see the definition for FTEF.). For example, Math 110 has 40 students, meets 5 hours a week for lecture and 2 hours of laboratory by arrangement. This course would have WSCH = 40*7 = 280.

Full-Time Equivalent Students (FTES): FTES is a measure of enrollment that represents the number of students who would have enrolled in what is equivalent to a full-time load of 15 contact hours per week for two semesters. On an annual basis, one FTES is equivalent to 15 contact hours per week for 17.5 weeks for two semesters. In other words, one FTES equals 525 contact hours annually. For example, if 100 students enrolled in 6 contact hours per week for two terms, the FTES would be equal to 40 [(100*6*17.5*2)/525].

The relationship between WSCH and FTES may be expressed as follows: 1 FTES = (WSCH*17.5 weeks * 2 terms)/525. In the previous example related to Math 110, FTES would be equal to 18.67 (280 WSCH*17.5 weeks * 2 terms)/525.

Full-Time Equivalent Faculty (FTEF): FTEF represents the number of equivalent faculty members who would have taught at full load of courses each week. The standard full-time faculty load varies depending on the nature of the course as follows:

Lecture = 15 contact hours per week
Composition = 12 contact hours per week
Laboratory or tutorial = 20 contact hours per week
Physical Education activity = 22 contact hours per week
Counseling = 27.5 contact hours per week

A program that has four faculty members, each teaching 15 contact hours of lecture, and three part-time faculty members, each teaching 10 contact hours of laboratory per week, would have 5.5 FTEF, computed as follows:

FTEF = (4*15)/15 + (3*10)/20 = 5.5

Academic Load (WSCH/FTEF): This is a productivity indicator that measures the weekly student contact hours per one full-time equivalent faculty (FTEF). While there is no agreed-upon standard for an optimum level of the academic load, the opportunity exists for comparing the data over time and for benchmarking the departments and divisions against the college as a whole. A relatively higher academic load may indicate a high level of efficiency and cost savings, while a lower rate may indicate inefficiency and waste of faculty resources. However, cost savings may sacrifice academic quality and individualized attention to students. Furthermore, what appears to be a waste of faculty resources may represent a limitation resulting from professional standards related to space or equipment. In essence, care must be exercised in the interpretation of relatively higher and lower academic loads.

Student-Faculty Ratio (FTES/FTEF): This indicator measures the number of full-time equivalent students per one full-time equivalent faculty. Once again, there is no agreed-upon standard for an optimum level of student-faculty ratio. However, one may compare departmental and divisional data overtime and benchmark such data against the college as a whole.

Average Class Size: Average class size is the total course enrollment or seat count at "end of term" divided by the total number of classes offered. Course enrollment or seat count is different from student head count. Student head count is an unduplicated count of students, where each student is counted only once, regardless of the course load. Seat count, on the other hand, is based upon course enrollment which results in a duplicated count of students. For example, if a student enrolls in five classes, the head count would be one, while the seat count would be five. Average class size is probably the weakest measure of productivity, since it does not take into consideration the length of time for meeting each class. There is no agreed-upon standard for an optimum level of class size.

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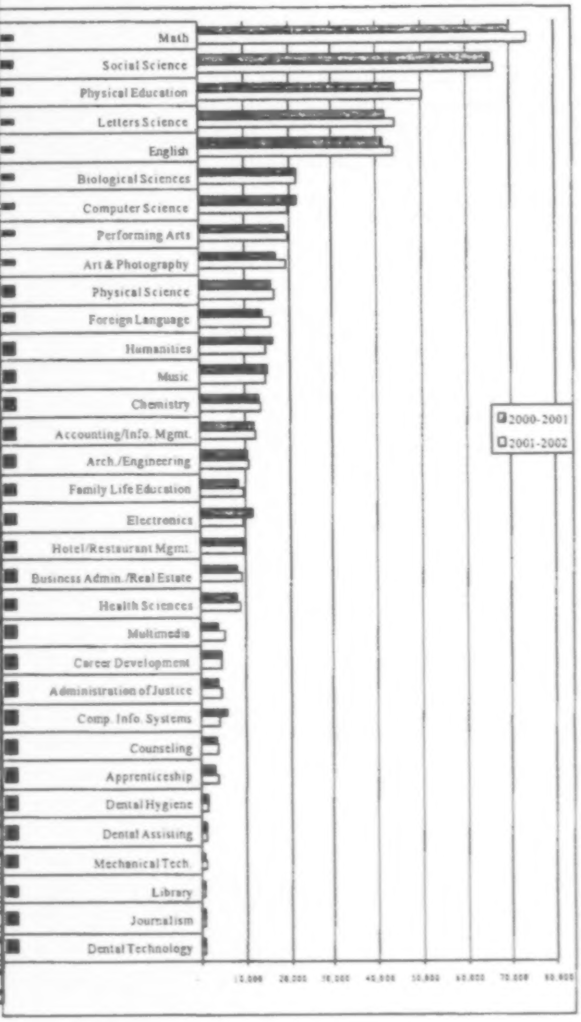
WSCH

Figure 6.1.1 Ranking of Departments by WSCH, 2000-01 and 2001-02

Rank	Department	2000-01	2001-02	Change	% Change
1	Math	69,822	73,603	3,781	5.4%
2	Social Science	65,802	66,567	765	1.2%
3	Physical Education	44,218	50,622	6,404	14.5%
4	Letters Science	41,776	44,335	2,559	6.1%
5	English	41,728	43,964	2,236	5.4%
6	Biological Sciences	21,835	21,587	-248	-1.1%
7	Computer Science	21,917	19,677	-2,240	-10.2%
8	Performing Arts	18,846	19,646	800	4.2%
9	Art & Photography	17,264	19,525	2,261	13.1%
10	Physical Science	15,970	16,797	827	5.2%
11	Foreign Language	13,796	16,077	2,281	16.5%
12	Humanities	16,186	14,932	-1,254	-7.7%
13	Music	15,213	14,760	-453	-3.0%
14	Chemistry	13,371	13,450	79	0.6%
15	Accounting/Info. Mgmt.	12,024	12,290	266	2.2%
16	Arch./Engineering	10,515	10,703	188	1.8%
17	Family Life Education	8,627	9,852	1,225	14.2%
18	Electronics	11,797	9,772	-2,025	-17.2%
19	Hotel/Restaurant Mgmt.	9,890	9,724	-166	-1.7%
20	Business Admin./Real Est	8,054	9,213	1,159	14.4%
21	Health Sciences	8,228	9,056	828	10.1%
22	Multimedia	3,882	5,457	1,575	40.6%
23	Career Development	4,741	4,562	-179	-3.8%
24	Administration of Justice	3,900	4,545	645	16.5%
25	Comp. Info. Systems	5,841	4,190	-1,651	-28.3%
26	Counseling	3,423	3,787	364	10.6%
27	Apprenticeship	3,055	3,713	658	21.5%
28	Dental Hygiene	1,583	1,545	-38	-2.4%
29	Dental Assisting	1,141	1,145	4	0.4%
30	Mechanical Tech.	912	1,032	120	13.2%
31	Library	786	960	174	22.1%
32	Journalism	804	906	102	12.7%
33	Dental Technology	652	643	-9	-1.4%
	Total	**517,599**	**538,637**	**21,038**	**41%**

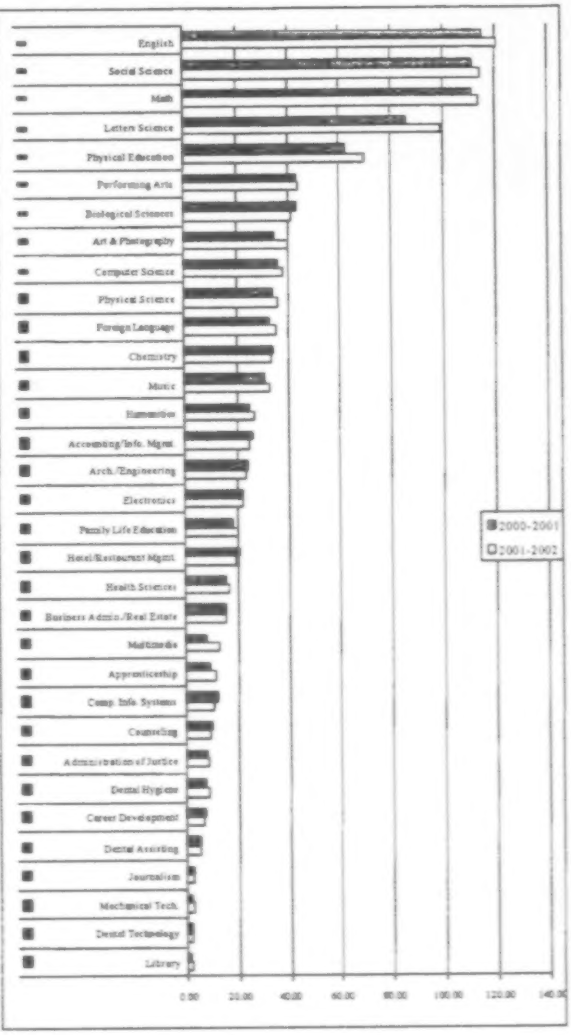


Comments: DVC generated approximately 518,000 WSCH in 2000-01, compared to 539,000 WSCH in 2001-02, a growth of 21,000 WSCH or 4.1%. The median (50th percentile) WSCH for the 33 departments in 2001-02 was 9,852, while the average WSCH was 16,322. The range of WSCH distribution in 2001-02 fell between a low of 643 WSCH for Dental Technology and a high of 73,603 WSCH for Math. Three departments (Math, Social Science and Physical Education) generated more than 50,000 WSCH each. In contrast, the three smallest departments generated less than 1,000 WSCH each in 2001-02. The highest growth in the number of WSCH between 2000-01 and 2001-02 took place in Physical education (6,404). The greatest loss in WSCH was in Computer Science (-2,240). Apparently, the shrinking computer industry impacted the electronics and computer science programs at DVC.

FTEF

Figure 6.1.2 Ranking of Departments by FTEF, 2000-01 and 2001-02

Rank	Department	2000-2001	2001-2002	Change	% Change
1	English	115.14	120.57	5.43	4.7%
2	Social Science	111.23	114.97	3.73	3.4%
3	Math	111.55	113.76	2.20	2.0%
4	Letters Science	86.00	99.59	13.59	15.8%
5	Physical Education	62.69	69.86	7.17	11.4%
6	Performing Arts	43.12	44.63	1.51	3.5%
7	Biological Sciences	43.21	41.15	-2.05	-4.8%
8	Art & Photography	34.49	40.10	5.61	16.3%
9	Computer Science	36.20	38.32	2.12	5.9%
10	Physical Science	34.13	35.82	1.69	4.9%
11	Foreign Language	32.51	35.55	3.04	9.4%
12	Chemistry	34.27	33.51	-0.75	-2.2%
13	Music	30.88	32.57	1.69	5.5%
14	Humanities	24.60	26.80	2.20	8.9%
15	Accounting/Info. Mgmt.	26.15	24.94	-1.21	-4.6%
16	Arch./Engineering	24.31	23.54	-0.77	-3.2%
17	Electronics	22.19	21.70	-0.50	-2.2%
18	Family Life Education	17.80	19.69	1.89	10.6%
19	Hotel/Restaurant Mgmt.	20.78	19.15	-1.63	-7.8%
20	Health Sciences	15.59	16.52	0.93	6.0%
21	Business Admin./Real Estate	15.27	15.10	-0.17	-1.1%
22	Multimedia	8.12	12.80	4.68	57.7%
23	Apprenticeship	9.12	11.13	2.01	22.0%
24	Comp. Info. Systems (CIS)	11.72	10.40	-1.32	-11.2%
25	Counseling	9.90	9.38	-0.52	-5.2%
26	Administration of Justice	7.92	8.72	0.80	10.1%
27	Dental Hygiene	7.11	8.63	1.52	21.4%
28	Career Development	7.11	6.84	-0.27	-3.8%
29	Dental Assisting	5.58	5.60	0.02	0.4%
30	Journalism	2.83	2.60	-0.23	-8.0%
31	Mechanical Tech.	2.02	2.40	0.38	19.0%
32	Dental Technology	2.14	1.92	-0.21	-10.0%
33	Library	1.49	1.82	0.33	22.2%
	Total	**1,017.17**	**1,070.09**	**52.92**	**5.2%**



Comments: DVC had a total of 1,017 FTEF in 2000-01, compared to 1,070 FTEF in 2001-02, a growth of 53 FTEF, or 5.2%. The median (50th percentile) FTEF for the 33 departments, in 2001-02, was approximately 21.7, while the average was 32.4 FTEF. The range of faculty size by departments in 2001-02 fell between a low of 1.8 FTEF for the library and a high of 120.6 for English. Three departments (English, Social Science and Math) employed in excess of 100 FTEF, annually. In contrast, the three small departments of Library, Dental Technology, and Mechanical Technology employed less than 3 FTEF each. The largest growth in the number of faculty (13.8 FTEF) between 2000-01 and 2001-02 was in Letters/Science at SRVC. Apparently, SRVC experienced a surge in general education courses in 2001-02, compared to the previous year.

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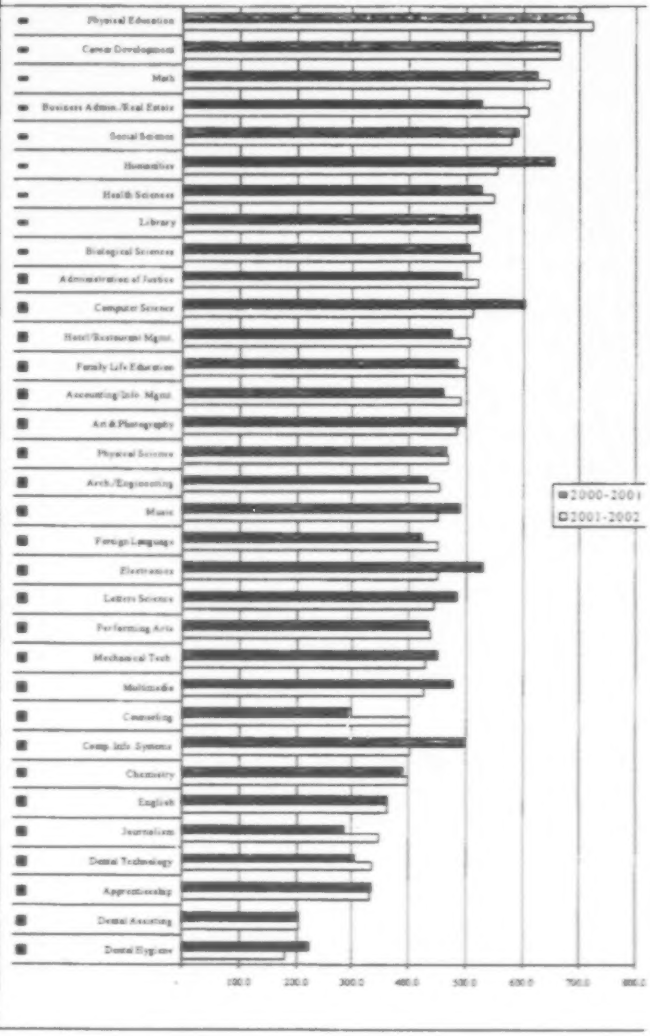
Academic Load (WSCH/FTEF)

Figure 6.1.3 Ranking of Departments by Academic Load, 2000-01 and 2001-02

Rank	Department	2000-2001	2001-2002	Change	% Change
1	Physical Education	705.3	724.6	19.3	2.7%
2	Career Development	666.5	666.6	0.0	0.0%
3	Math	625.9	647.0	21.1	3.4%
4	Business Admin./Real Estate	527.3	610.1	82.8	15.7%
5	Social Science	591.6	579.0	(12.5)	-2.1%
6	Humanities	658.0	557.2	(100.8)	-15.3%
7	Health Sciences	527.7	548.2	20.5	3.9%
8	Library	526.5	526.3	(0.1)	0.0%
9	Biological Sciences	505.4	524.6	19.2	3.8%
10	Administration of Justice	492.6	521.4	28.8	5.8%
11	Computer Science	605.5	513.6	(92.0)	-15.2%
12	Hotel/Restaurant Mgmt.	475.9	507.7	31.8	6.7%
13	Family Life Education	484.7	500.3	15.6	3.2%
14	Accounting/Info. Mgmt.	459.8	492.8	33.0	7.2%
15	Art & Photography	500.6	487.0	(13.6)	-2.7%
16	Physical Science	467.9	468.9	1.1	0.2%
17	Arch./Engineering	432.6	454.6	22.1	5.1%
18	Music	492.7	453.2	(39.5)	-8.0%
19	Foreign Language	424.3	452.2	27.8	6.6%
20	Electronics	531.6	450.4	(81.2)	-15.3%
21	Letters Science	485.8	445.2	(40.6)	-8.4%
22	Performing Arts	437.1	440.2	3.1	0.7%
23	Mechanical Tech.	452.4	430.0	(22.4)	-4.9%
24	Multimedia	478.1	426.2	(51.9)	-10.8%
25	Counseling	345.8	403.6	57.8	16.7%
26	Comp. Info. Systems (CIS)	498.5	402.9	(95.6)	-19.2%
27	Chemistry	390.2	401.3	11.1	2.9%
28	English	362.4	364.6	2.2	0.6%
29	Journalism	284.5	348.5	64.0	22.5%
30	Dental Technology	305.4	334.5	29.2	9.5%
31	Apprenticeship	335.0	333.7	(1.3)	-0.4%
32	Dental Assisting	204.4	204.4	(0.0)	0.0%
33	Dental Hygiene	222.7	179.0	(43.7)	-19.6%
	Total	508.9	503.4	(5.5)	-1.1%



Comments: The average academic load for DVC fell from 508.9 in 2000-01 to 503.4 in 2001-02, representing a slight decline in load by 5.5 FTEF, or 1.1%. The median (50th percentile) load for the 33 departments in 2001-02 was 454.6, compared to the average of 503.4. The range of loads in 2001-02 fell between a low of 179.0 for Dental Hygiene and a high of 724.6 for Physical Education. High loads above 600 WSCH/FTEF in 2001-02 were also evident in Career Development, Math, and Business/Real Estate. The highest growth in load between the two years (82.8) was evident in Business/Real Estate. Conversely, the largest drops were in Humanities, Computer Science, and CIS. Apparently, market forces have impacted the productivity in several departments, including Real Estate and Computer Science.

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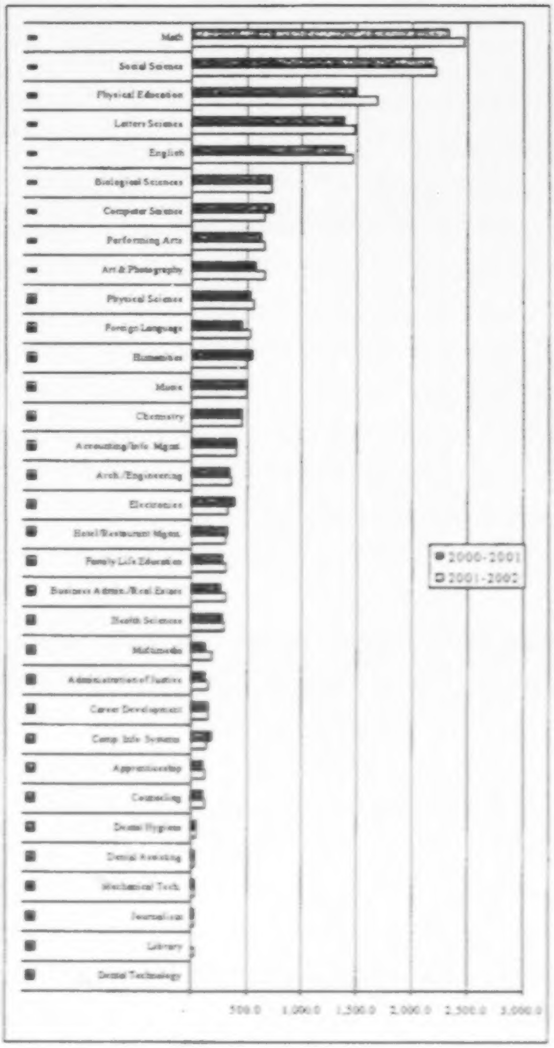
FTES

Figure 6.1.4 Ranking of Departments by FTES, 2000-01 and 2001-02

Rank	Department	2000-01	2001-02	Change	% Change
1	Math	2,327.4	2,470.3	142.9	6.1%
2	Social Science	2,191.6	2,225.5	33.9	1.5%
3	Physical Education	1,479.4	1,693.3	213.9	14.5%
4	Letters Science	1,393.2	1,487.2	94.0	6.7%
5	English	1,391.3	1,475.7	84.4	6.1%
6	Biological Sciences	722.3	721.4	-0.9	-0.1%
7	Computer Science	730.9	660.3	-70.6	-9.7%
8	Performing Arts	631.6	658.5	26.9	4.3%
9	Art & Photography	575.5	655.6	80.1	13.9%
10	Physical Science	532.3	561.9	29.6	5.6%
11	Foreign Language	460.1	538.9	78.8	17.1%
12	Humanities	539.6	501.1	-38.5	-7.1%
13	Music	506.6	494.2	-12.4	-2.4%
14	Chemistry	445.7	449.6	3.9	0.9%
15	Accounting/Info. Mgmt.	400.7	413.9	13.2	3.3%
16	Arch./Engineering	350.6	358.3	7.7	2.2%
17	Electronics	393.4	328.1	-65.3	-16.6%
18	Hotel/Restaurant Mgmt.	331.1	315.8	-15.3	-4.6%
19	Business Admin./Real Estate	268.4	308.2	39.8	14.8%
20	Family Life Education	276.7	308.2	31.5	11.4%
21	Health Sciences	274.3	304.0	29.7	10.8%
22	Multimedia	129.4	182.3	52.9	40.9%
23	Administration of Justice	130.0	152.4	22.4	17.2%
24	Career Development	158.0	152.1	-6.0	-3.8%
25	Comp. Info. Systems (CIS)	184.9	133.7	-51.2	-27.7%
26	Apprenticeship	104.7	130.6	25.9	24.7%
27	Counseling	112.3	124.7	12.4	11.0%
28	Dental Hygiene	52.8	51.4	-1.4	-2.7%
29	Dental Assisting	38.1	38.3	0.2	0.5%
30	Mechanical Tech.	30.4	34.6	4.2	13.8%
31	Journalism	25.8	30.7	4.9	19.0%
32	Library	22.0	23.9	1.9	8.6%
33	Dental Technology	21.7	21.4	-0.3	-1.4%
	Total	**17,232.8**	**18,006.1**	**773.2**	**4.5%**



Comments: Figures for WSCH and FTES reflect, for the most part, similar rankings and percentages of change. In 2001-02, DVC enrolled a total of 18,006 FTES, compared to 17,233 FTES in 2000-01, a growth of 773 FTES or 4.5%. The median (50th percentile) FTES for the 33 departments in 2001-02 was 328.1 and the average FTES was 545.6. Mathematics and Social Sciences had FTES in excess of 2,000 each in 2001-02, while Dental Technology, Library, Journalism, Mechanical Technology, Dental Assisting, and Dental Hygiene had FTES below 100 FTES each. The highest growth in the number of FTES between 2000-01 and 2001-02 was in Physical Education and Math, while the greatest decline was in Electronics and CIS.

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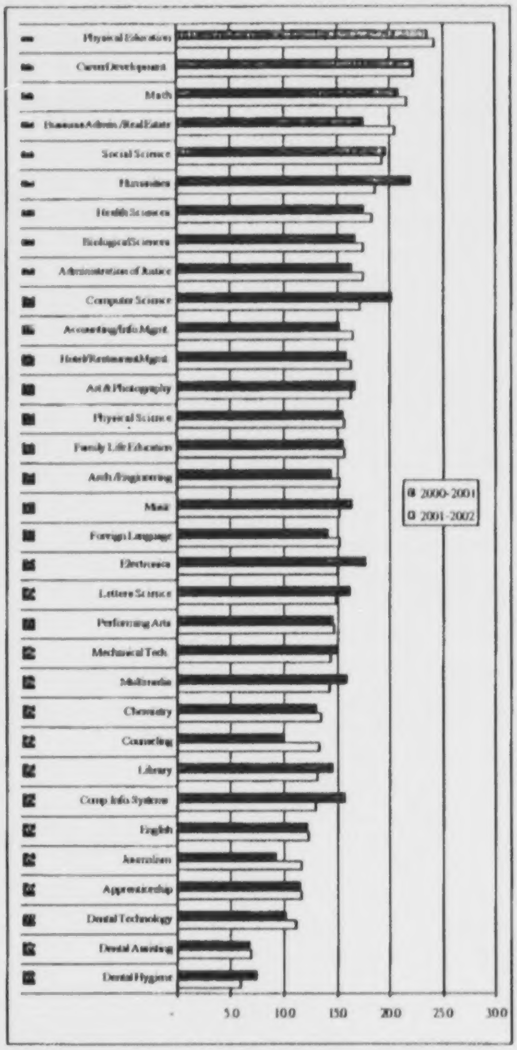
FTES/FTEF

Figure 6.1.5 Ranking of Departments by FTES/FTEF, 2000-01 and 2001-02

Rank	Department	2000-2001	2001-2002	Change	% Change
1	Physical Education	23.6	24.2	0.6	2.7%
2	Career Development	22.2	22.2	0.0	0.0%
3	Math	20.9	21.7	0.9	4.1%
4	Business Admin./Real Estate	17.6	20.4	2.8	16.1%
5	Social Science	19.7	19.4	(0.3)	-1.7%
6	Humanities	21.9	18.7	(3.2)	-14.8%
7	Health Sciences	17.6	18.4	0.8	4.6%
8	Biological Sciences	16.7	17.5	0.8	4.9%
9	Administration of Justice	16.4	17.5	1.1	6.5%
10	Computer Science	20.2	17.2	(3.0)	-14.7%
11	Accounting/Info. Mgmt.	15.3	16.6	1.3	8.3%
12	Hotel/Restaurant Mgmt.	15.9	16.5	0.6	3.5%
13	Art & Photography	16.7	16.4	(0.3)	-2.0%
14	Physical Science	15.6	15.7	0.1	0.6%
15	Family Life Education	15.5	15.7	0.1	0.7%
16	Arch./Engineering	14.4	15.2	0.8	5.5%
17	Music	16.4	15.2	(1.2)	-7.5%
18	Foreign Language	14.2	15.2	1.0	7.1%
19	Electronics	17.7	15.1	(2.6)	-14.7%
20	Letters Science	16.2	14.9	(1.3)	-7.8%
21	Performing Arts	14.6	14.8	0.1	0.7%
22	Mechanical Tech.	15.1	14.4	(0.7)	-4.4%
23	Multimedia	15.9	14.2	(1.7)	-10.6%
24	Chemistry	13.0	13.4	0.4	3.1%
25	Counseling	11.3	13.3	2.0	17.6%
26	Library	14.7	13.1	(1.6)	-11.1%
27	Comp. Info. Systems (CIS)	15.8	12.9	(2.9)	-18.5%
28	English	12.1	12.2	0.2	1.3%
29	Journalism	9.1	11.8	2.7	29.3%
30	Apprenticeship	11.5	11.7	0.3	2.2%
31	Dental Technology	10.2	11.1	1.0	9.5%
32	Dental Assisting	6.8	6.8	0.0	0.2%
33	Dental Hygiene	7.4	6.0	(1.5)	-19.8%
	Total	**16.9**	**16.8**	**(0.1)**	**-0.7%**



Comments: Ranking of departments by this productivity ratio track, for the most part, the rankings for the academic load (WSCH over FTEF). The average FTES/FTEF for the college remained at almost the same value in 2001-02 (16.8) as it was in 2000-01 (16.9). The median for the 33 departments in 2001-02 was 15.2. The range of values for FTES/FTEF in 2001-02 fell between a high of 24.2 in Physical Education and a low of 6.0 in Dental Hygiene. The relatively high level of productivity in Mathematics should be examined in light of the relatively lower than average success rate in this area. (See the following section on course success and retention.)

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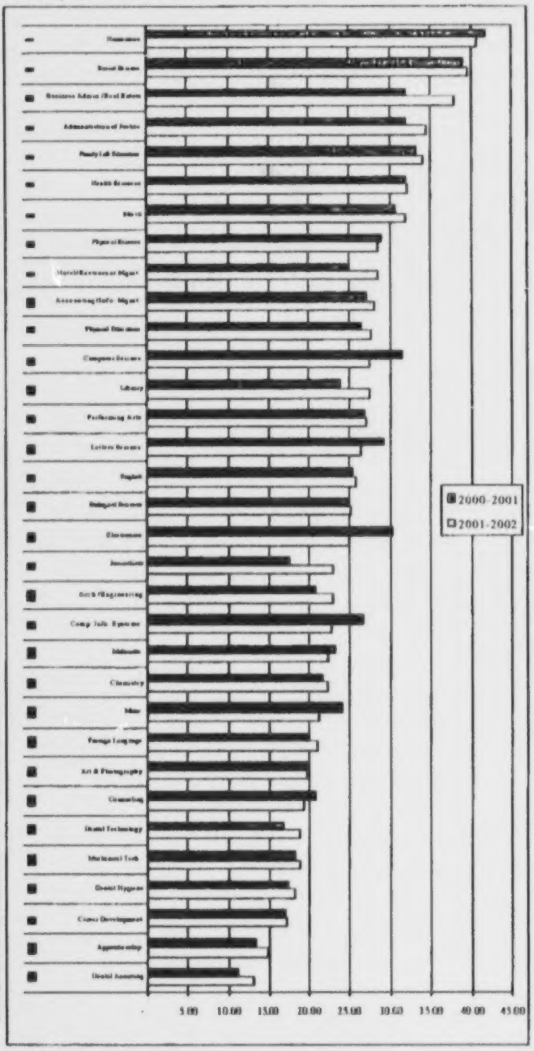
Average Class Size

Figure 6.1.6 Ranking of Departments by Average Class Size, 2000-01 and 2001-02

Rank	Department	2000-2001	2001-2002	Change	% Change
1	Humanities	41.89	40.70	(1.19)	-2.8%
2	Social Science	39.11	39.63	0.52	1.3%
3	Business Admin./Real Est	32.00	37.88	5.88	18.4%
4	Administration of Justice	31.95	34.51	2.56	8.0%
5	Family Life Education	33.18	34.11	0.93	2.8%
6	Health Sciences	32.00	32.14	0.14	0.4%
7	Math	30.77	31.99	1.22	4.0%
8	Physical Science	28.96	28.62	(0.34)	-1.2%
9	Hotel/Restaurant Mgmt.	24.80	28.58	3.78	15.2%
10	Accounting/Info. Mgmt.	27.11	28.18	1.07	3.9%
11	Physical Education	26.34	27.64	1.30	4.9%
12	Computer Science	31.55	27.52	(4.03)	-12.8%
13	Library	23.90	27.45	3.55	14.9%
14	Performing Arts	26.83	27.08	0.24	0.9%
15	Letters Science	29.28	26.42	(2.86)	-9.8%
16	English	25.28	25.81	0.53	2.1%
17	Biological Sciences	24.78	25.12	0.34	1.4%
18	Electronics	30.27	24.87	(5.40)	-17.8%
19	Journalism	17.64	23.10	5.46	31.0%
20	Arch./Engineering	20.91	22.95	2.05	9.8%
21	Comp. Info. Systems (CIS)	26.56	22.87	(3.69)	-13.9%
22	Multimedia	23.24	22.47	(0.78)	-3.3%
23	Chemistry	21.84	22.36	0.52	2.4%
24	Music	24.17	21.41	(2.76)	-11.4%
25	Foreign Language	19.91	21.06	1.15	5.8%
26	Art & Photography	19.87	19.85	(0.02)	-0.1%
27	Counseling	20.87	19.46	(1.41)	-6.8%
28	Dental Technology	16.67	19.00	2.33	14.0%
29	Mechanical Tech.	18.38	18.89	0.51	2.8%
30	Dental Hygiene	17.42	18.41	1.00	5.7%
31	Career Development	16.81	17.35	0.54	3.2%
32	Apprenticeship	13.22	14.62	1.39	10.5%
33	Dental Assisting	11.17	13.05	1.88	16.8%
	Total	**27.71**	**27.56**	**-0.15**	**-0.5%**



Comments: DVC offered 5,144 classes in 2000-01, compared to 5,357 classes in 2001-02. The additional 213 classes represent a growth of 4.1%. In the meantime, course enrollment (seat count) increased from 142,534 to 147,611 students, representing 3.6% growth during the same period. In effect the average class size (seat count over the number of classes) declined slightly but remained at approximately 28 students. With respect to departments, the five departments with the highest average class size in 2001-02 were: Humanities, Social Science, Real Estate, Administration of Justice, and Family Life. The smallest average class size was observed in the three dental programs, Mechanical Technology, and Counseling. Career Development and Apprenticeship also had small class sizes. Significant changes in average class size were evident in Real Estate, Journalism, Hotel and Restaurant Management, Electronics, Computer Science, and CIS. Further examination of the relatively high and low class sizes is necessary to ensure quality and optimal allocation of resources.

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College Productivity: Summary and Implications

The three productivity ratios (academic load, student-faculty ratio, and average class size) presented in this section are useful in identifying academic areas of strength and weakness. The use of these indicators, individually and collectively, yield consistent results regarding the productivity of departments at DVC. However, the most effective measure that captures the essence of productivity is academic load. Measurement of academic load is particularly important in a college like DVC, which is highly decentralized and where most academic decisions are made at the division and departmental levels. The academic load is attractive because it offers a format within which to establish common measures across academic units, particularly those that have shared characteristics. However, the discussion of institutional effectiveness should not stop with measuring departmental productivity. Indicators presented in other parts of this section should compliment the discussion of productivity. Still further ahead will be the test of whether there is any evidence that such tools affect the bottom line: the quality of teaching and learning. It would not be surprising to discover that use of these tools - and particularly the process through which people must work together to develop and apply them—has significant benefits that contribute to organizational well being.

A few of the salient observations made in this section include the following:

- The average academic load for DVC was 503 in 2001-02, slightly lower than that of 2000-01 (509). On the other hand, the median load (50th percentile) for the 33 departments at DVC stood at 455 WSCH/FTEF, indicating that a relatively large number of the departments (21 out of 33) had load values that were lower than the average for DVC as a whole
- The range of loads in 2001-02 fell between a low of 179 WSCH/FTEF in Dental Hygiene and a high of 725 in Physical Education. The five departments with loads that were substantially greater than that of the college include: Physical Education, Mathematics, Business/Real Estate, Social Science, and Humanities. Career Development also had a high load. The five academic departments with loads that were substantially below that of the college include: the three dental programs, Journalism, and English.
- The relatively high load of 647 WSCH/FTEF in Mathematics should be addressed, particularly in light of the lower than average success and retention rates in this area. A smaller class size, combined with more individualized attention, may be needed to improve student performance in mathematics.
- Market forces have impacted the productivity in several departments and therefore necessitate a reallocation of resources. Real estate productivity expanded in response to the strong housing market in the Bay Area, while Computer Science and Electronics experienced temporary setbacks as a result of the shrinking dot-com industry.
- Serious discussion should address the issue of critical mass of students and faculty in the departments that have a relatively lower academic load. Recruitment, program consolidation, and curriculum modifications are some of the options available to sustain and vitalize these programs. In some cases, the style of teaching and the limitations on equipment and facilities may justify lower academic loads.

2. Course Success and Retention

Some of the key indicators that are often used to assess student performance and program outcomes include student success and retention rates. These rates provide important feedback that enables the college to determine how well its students are performing in their courses. When the same data are analyzed by student demographic variables, the results often indicated the need for intervention to improve these measures for certain groups of students.

Meaning of Terms

For a better understanding of the data, it is important at the outset to define the meaning of the words used. The definitions of course success and retention are based on "Operational Definitions," published by the Research and Planning Group of California (RP Group). The RP Group is the organization representing California community college research and planning professionals. (See www.rpgroup.org.)

Course Success Rate

The success rate is the percent of students who were successful in completing courses out of the total enrolled in these courses. The success rate is calculated by dividing the numerator over the denominator and multiplying by 100.

Numerator: Number of students (duplicated) with A, B, C, CR.

Denominator: Number of students (duplicated) with A, B, C, CR, D, F, NC, RD, I, W. (This is the end-of-term enrollment number.)

Course Retention Rate

The retention rate is the percent of students retained in courses at the end of term out of the total enrolled in those courses. The retention rate is calculated by dividing the numerator over the denominator and multiplying by 100.

Numerator: Number of students (duplicated) with grades of A, B, C, CR, D, F, NC, RD, I.

Denominator: Number of students (duplicated) with grades of A, B, C, CR, D, F, NC, RD, I, and W. (This is used as the end-of-term enrollment number.)

In this section, success and retention rates are presented for ten divisions and 33 departments for a period of two years (2000-01 to 2001-02). Additionally, these rates are computed by educational goals, demographic variables and service area high school graduates.

Student Performance by Academic Term

Table 6.2.1 Student Performance by Academic Term, Summer 1999 to Spring 2002

Term	Course Enrollment at End of Term	GPA	Success Rate	Retention Rate
Fall 1999	61,493	2.90	69.8%	80.9%
Spring 2000	61,523	2.97	68.1%	77.5%
Fall 2000	62,862	2.92	67.7%	77.8%
Spring 2001	61,345	2.95	68.7%	77.5%
Fall 2001	66,520	2.94	68.1%	77.3%
Spring 2002	62,971	2.87	69.8%	81.1%
Average for Fall/Spring	**62,786**	**2.92**	**68.7%**	**78.7%**
Summer 1999	17,571	3.29	79.8%	86.5%
Summer 2000	17,840	3.03	79.8%	86.2%
Summer 2001	18,526	3.15	78.1%	84.1%
Average for Summer	**17,979**	**3.16**	**79.2%**	**85.6%**

Comments. The average success rate for the fall and spring terms of the past three years (1999-2000 to 2001-02) stood at 68.7%, while the average retention rate was 78.7%. Furthermore, the average course GPA was 2.92, indicating an overall average approaching a B– for all courses taken at DVC. Success and retention rates for the summer terms were significantly higher than that of regular terms by 10.5 points (79.2%) for the success rate and 6.9 points (85.6%) for the retention rate. Summer courses GPA (3.16) was also higher than that for the courses offered in regular terms. Some of the possible explanations for these differences between the summer and regular terms may be the mix of courses offered, the mix of students taking courses in the summer, the students' focused efforts to complete the courses in a relatively shorter time span during the summer, and possibly the higher level of student motivation. Additional research may be needed to provide more definite explanations for these differences.

Student Performance by Divisions and Departments

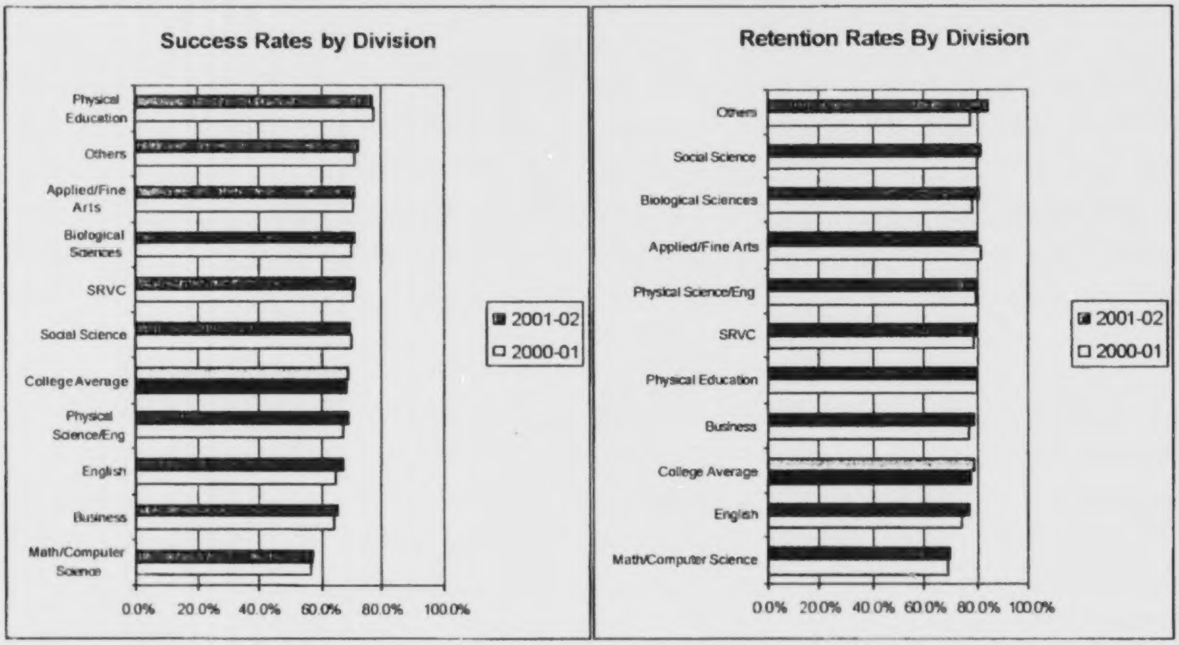
Student performance data are examined by divisions and departments in this section. For the purpose of this analysis, the data is organized into ten divisions and thirty-three departments. Comparative data are presented for two academic years, 2000-01 and 2001-02.

Table 6.2.2 Success and Retention by Divisions and Departments, 2000-01 and 2001-02*

Departments	2000-01			2001-02		
	Course Enrollment	Success Rate	Retention Rate	Course Enrollment	Success Rate	Retention Rate
COLLEGE TOTAL	**124,207**	**68.2%**	**77.7%**	**129,491**	**68.9%**	**79.1%**
Applied/Fine Arts	**20,171**	**70.6%**	**81.7%**	**21,751**	**71.2%**	**80.5%**
Art & Photography	3,016	72.4%	77.5%	3,488	72.3%	79.3%
Foreign Language	2,736	67.0%	75.9%	3,187	68.3%	74.9%
Humanities	4,148	66.7%	83.8%	4,286	69.2%	83.5%
Multimedia	1,061	62.3%	75.6%	1,222	64.7%	75.7%
Music	4,080	72.7%	78.2%	4,144	72.1%	82.6%
Performing Arts	5,130	74.6%	81.2%	5,424	74.6%	81.5%
Biological Sciences	**7,272**	**69.7%**	**78.6%**	**7,465**	**71.2%**	**80.7%**
Biological Sciences	3,983	67.3%	75.5%	3,981	68.4%	76.9%
Dental Assisting	246	93.1%	93.1%	261	90.8%	98.8%
Dental Hygiene	319	95.0%	98.4%	275	97.4%	100.0%
Dental Technology	150	94.0%	94.7%	171	90.1%	90.1%
Health Sciences	2,574	66.5%	78.4%	2,777	69.6%	81.7%
Business	**7,076**	**64.5%**	**76.8%**	**7,520**	**65.7%**	**79.1%**
Accounting/Info. Mgmt.	3,131	57.8%	72.4%	3,234	59.9%	74.2%
Business Admin./Real Estate	2,794	66.9%	80.2%	2,942	69.3%	84.4%
Hotel/Restaurant Mgmt.	1,151	77.0%	80.4%	1,344	71.9%	79.4%
English	**11,736**	**65.0%**	**74.4%**	**12,445**	**67.1%**	**76.8%**
English	11,542	65.0%	74.4%	12,214	67.2%	76.9%
Journalism	194	68.0%	75.2%	231	64.5%	71.9%
Math/Computer Science	**14,306**	**57.0%**	**68.5%**	**14,328**	**57.5%**	**69.2%**
Computer Science	4,308	60.1%	70.8%	3,818	62.6%	72.6%
Math	9,998	55.6%	67.5%	10,510	55.6%	68.0%
Physical Education	**10,051**	**76.9%**	**80.3%**	**11,246**	**76.3%**	**80.1%**
Physical Science/Engineering	**11,519**	**67.3%**	**79.4%**	**11,640**	**68.8%**	**80.2%**
Arch./Engineering	1,758	68.7%	79.2%	1,906	64.4%	79.1%
Chemistry	1,568	59.8%	69.1%	1,619	62.3%	71.6%
Electronics	3,093	69.3%	81.9%	2,548	68.1%	81.8%
Mechanical Tech.	147	67.3%	72.1%	170	62.3%	75.3%
Physical Science	3,948	64.0%	77.6%	4,140	68.4%	80.4%
Apprenticeship	1,005	94.1%	96.2%	1,257	87.6%	90.1%
Social Science	**21,785**	**69.8%**	**80.0%**	**23,163**	**69.3%**	**81.6%**
Administration of Justice	1,214	63.8%	85.9%	1,415	67.2%	89.9%
Family Life Education	2,584	77.6%	83.7%	3,036	78.4%	87.6%
Social Science	17,987	69.2%	79.1%	18,712	68.0%	80.0%
SRVC	**15,495**	**70.6%**	**78.9%**	**14,023**	**71.0%**	**80.2%**
Comp. Info. Systems	4,544	74.3%	86.2%	3,234	71.3%	85.0%
Letters Science	10,951	69.0%	75.9%	10,789	71.3%	77.0%
Others	**4,796**	**71.1%**	**77.4%**	**5,910**	**72.4%**	**84.3%**
Career Development	1,482	72.3%	77.5%	1,363	69.2%	78.7%
Counseling	2,923	71.9%	77.8%	4,086	75.0%	88.0%
Library	391	60.4%	73.7%	461	64.9%	78.1%

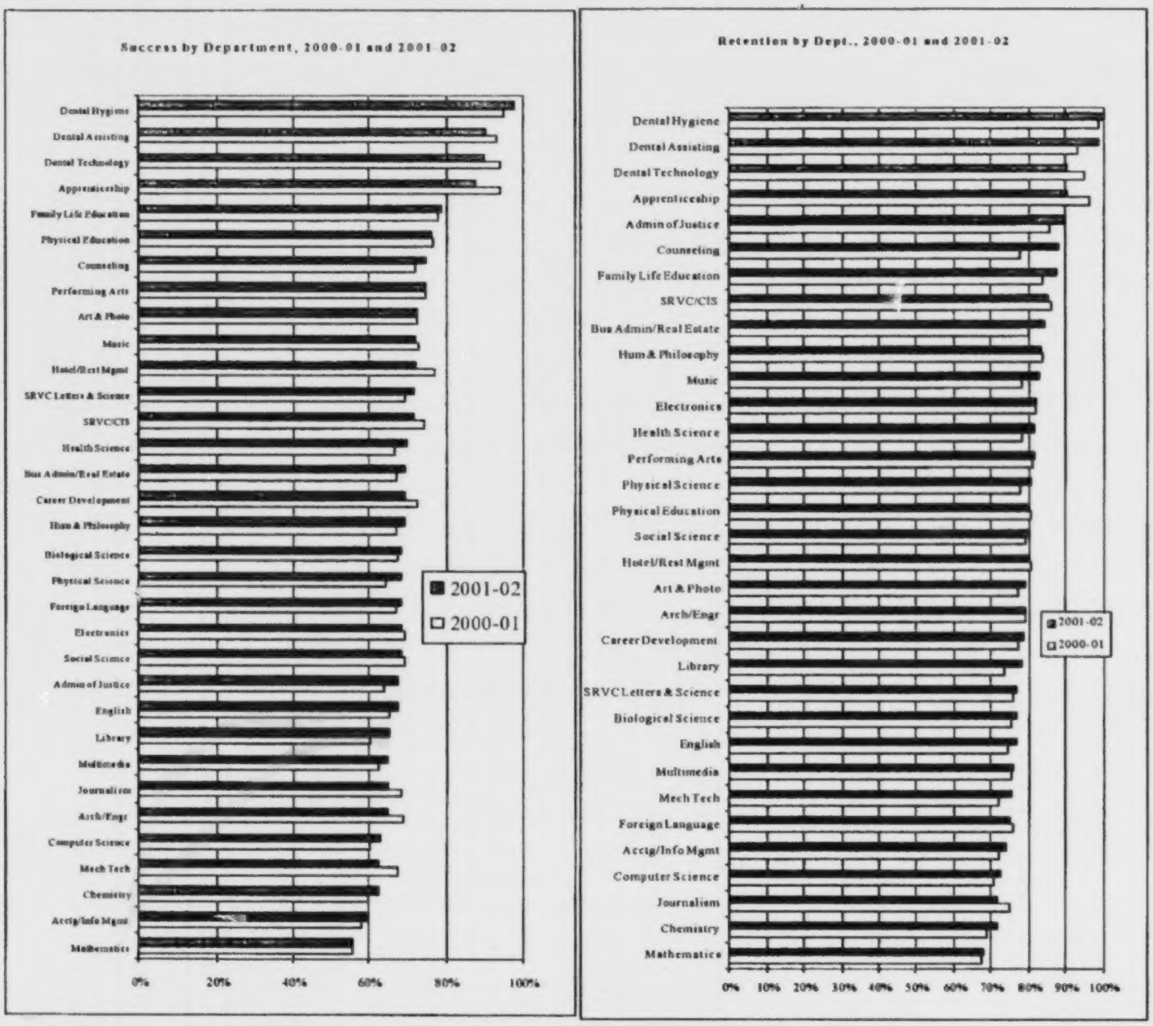
*Fall and Spring data only

Figure 6.2.1 Ranking of Student Success and Retention Rates by Division, 2000-01 and 2001-02



Comments. Success and retention rates vary among the ten divisions at DVC. In 2001-02, the highest success rate of 76.3% was attained in Physical Education courses, while the lowest rate of 57.5% was reached in Mathematics/Computer Science. Furthermore, success rates above the college average (68.9%) were also evident in "Others" (Library, Career Development, and Counseling, 72.4%), Applied/Fine Arts (71.2%), Biological Sciences (71.2%), San Ramon Valley Center (71.0%), and Social Science (69.3%). Success rates below the college average appeared in Physical Science/Engineering (68.8%), English (67.1%), Business (65.7%), and Math/Computer Science (57.5%). Retention rates showed a similar pattern, albeit with a slightly different ranking among divisions. Changes in the success and retention rates between 2000-01 and 2001-02 were minimal. For the most part, differences in the success and retention rates among divisions reflect differences in the subject matter and style of grading.

Figure 6.2.2 Ranking of Success and Retention Rates by Department, 2000-01 and 2001-02



Comments. A gap of 42% separated the lowest success rate of 55.6% in Mathematics and the highest one of 97.4% in Dental Hygiene. For these two areas, the gap in retention rates was 32%. Other dental programs had success rates in excess of 90% in 2001-02. Apparently, these high rates reflect student selectivity, smaller class size, and emphasis on maintaining high academic standards. High success rates were also evident in Family Life Education (78.4%), Physical Education (76.3%), and Counseling (75.0%). Conversely, low success rates in 2001-02 were evident in Math (55.6%), Accounting (59.9%), and Chemistry (62.3%). Extra efforts should be made to place emphasis on improving the success and retention rates for under-performing students, and particularly in the most demanding subjects. To a large extent, the degree of student retention and success is a function of the subject matter of each department. Other factors such as styles of grading and differences in class sizes can also affect student performance rates.

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Student Performance by Educational Goals

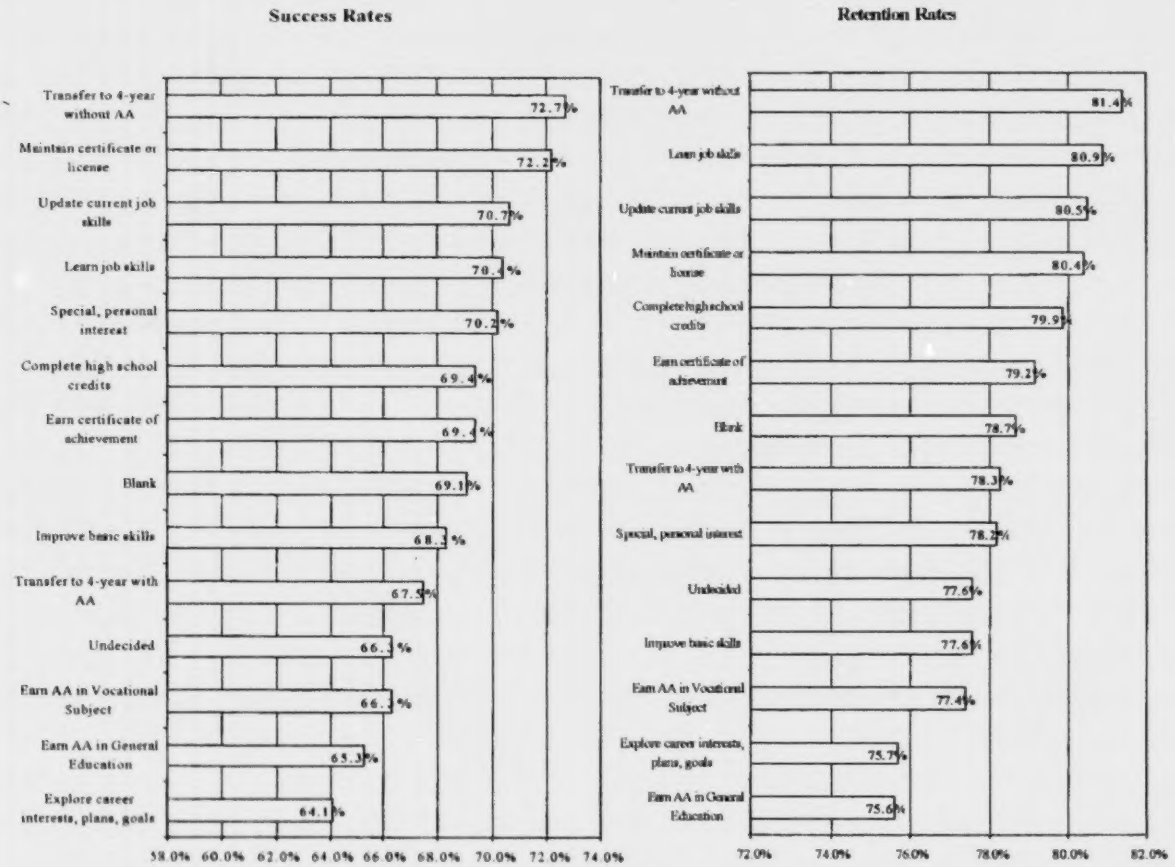
Analysis of student educational goals provides an insight into student intentions as they enter DVC. Although these goals change as students matriculate and mature over time, these original choices provide a snapshot of the goals at the time students begin their collegiate education at DVC. Enrollment by educational goals was discussed in Section III, Enrollment Patterns.

In this section, discussion will be focused on success and retention by educational goal over a period of three fall terms (1999 to 2001). To reduce the possible bias in the data, the average success and retention rates for the three terms is used as a basis for the tables, charts, and comments that follow.

Table 6.2.3 Success and Retention Rates By Educational Goal for Three Terms, Fall 1999 to Fall 2001

	Success: 3-Term Avg.		Retention: 3-Term Avg.	
Educational Goal	**No.**	**%**	**No.**	**%**
Transfer to 4-year with AA	11,568	67.5%	13,407	78.3%
Transfer to 4-year without AA	5,632	72.7%	6,301	81.4%
Earn AA in General Education	803	65.3%	930	75.6%
Earn AA in Vocational Subject	409	66.3%	478	77.4%
Earn certificate of achievement	1,218	69.4%	1,392	79.2%
Explore career interests, plans, goals	1,032	64.1%	1,220	75.7%
Learn job skills	676	70.4%	776	80.9%
Update current job skills	598	70.7%	681	80.5%
Maintain certificate or license	138	72.2%	153	80.4%
Special, personal interest	1,359	70.2%	1,515	78.2%
Improve basic skills	371	68.3%	422	77.6%
Complete high school credits	400	69.4%	461	79.9%
Undecided	6,722	66.3%	7,875	77.6%
Blank	12,601	69.1%	14,349	78.7%
Total	**43,528**	**68.5%**	**49,959**	**78.7%**

Figure 6.2.3 Average Success and Retention Rates By Educational Goal for Three Terms, Fall 1999 to Fall 2001


Success Rates

Retention Rates

Comments: The highest success rate (72.7%) over the three terms (fall 1999 to fall 2001) was attained by students whose goal was to "Transfer to a four-year college without earning an associate of arts degree." In the meantime, the lowest success rate (64.1%) for the three terms was attained by those whose career goal was to "Explore career interests and plans." With respect to retention rates, the range falls between a low of 75.6% for "Earn an AA in general education" and a high of 81.4% for "Transfer to a four-year college without an AA". Students who planned to "Transfer to four-year institutions without the AA degree" were highly motivated and attained higher success and retention rates than other students. At the same time, students who were "Exploring career interests and plans" and those whose goal was to "Earn an AA degree in Liberal Arts" had both a lower success rate and a lower retention rate. Students who opted for vocational goals were strong performers. Higher than college average success rates were attained by students whose goals were to "Maintain their certificate or license," "Update current job skills," or "Learn new job skills." Apparently these students were highly motivated and self-directed. On the other hand, students with "Undecided" goals appear to be less directed, and consequently their success and retention rates fell below the average for the college as a whole. Undoubtedly, counseling students with undecided goals constitutes a major responsibility for counselors at DVC. This responsibility may extend further beyond the college to reach high schools and middle schools. The college should make every effort to update students' educational goals on a regular, systematic basis.

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Student Performance by Demographic Variables

This section provides information on student success and retention by gender, age, and ethnicity. Data for this section are presented for two years: 2000-01 and 2001-02. Each year includes data for fall and spring terms only. As indicated earlier, summer performance data are quite different from that of the regular term.

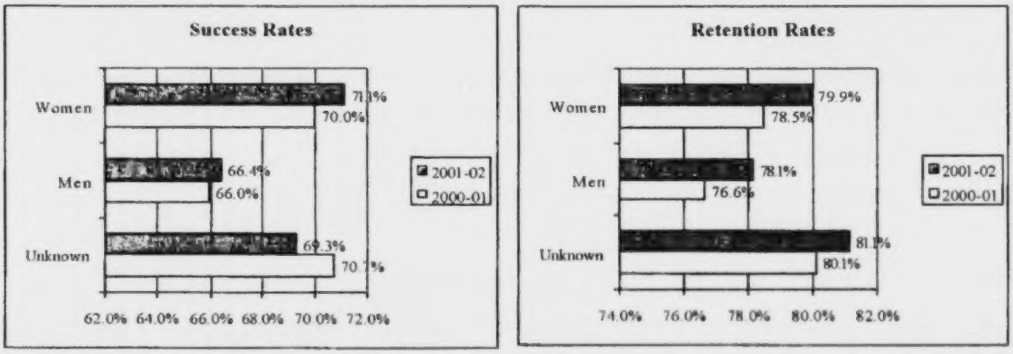
Student Performance by Gender

Table 6.2.4 Student Performance by Gender, 2000-01 and 2001-02

Gender	2000-01		2001-02	
	Success	Retention	Success	Retention
Men	66.0%	76.6%	66.4%	78.1%
Women	70.0%	78.5%	71.1%	79.9%
Unknown	70.7%	80.1%	69.3%	81.1%
Total	**68.2%**	**77.7%**	**68.9%**	**79.1%**

Source: Datatel

Figure 6.2.4 Student Success and Retention by Gender, 2000-01 and 2001-02



Comments: Over the past two years, there have been no major shifts in the success rates of students by gender, with female students performing higher than males. In 2001-02 the success rate for women was 71%, compared to 66% for men. Additionally, the retention rate for women was 80%, compared to 78% for men.

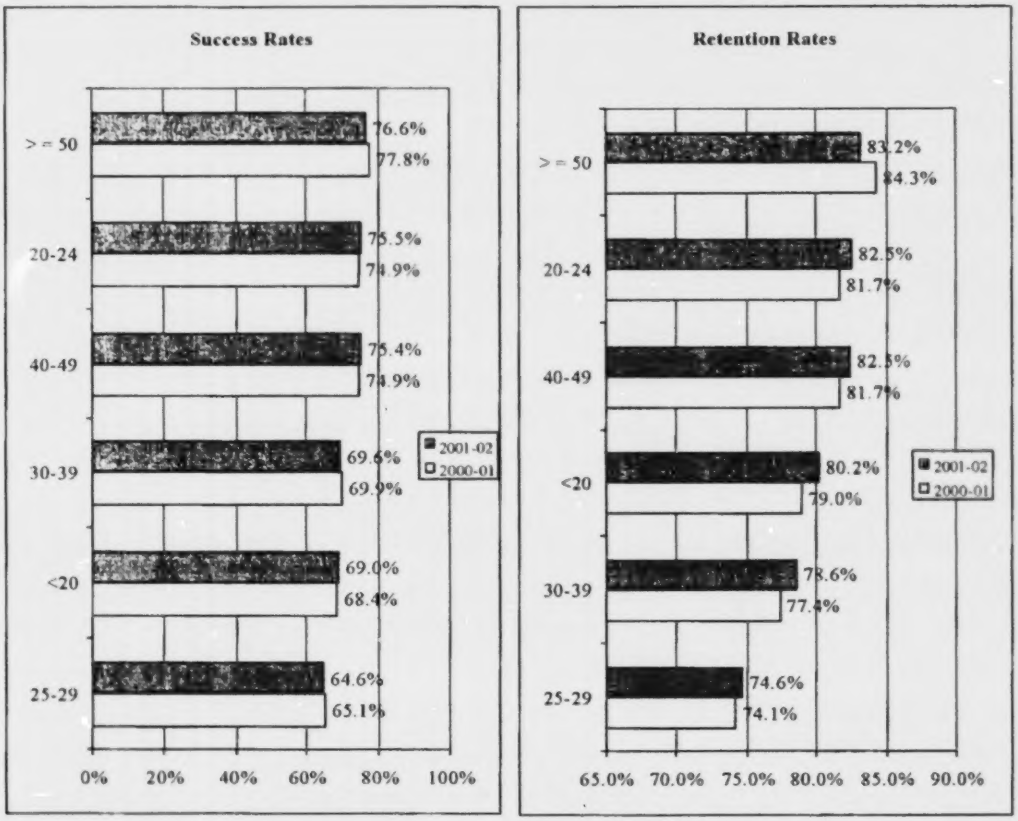
Student Performance by Age

Table 6.2.5 Student Performance by Age, 2000-01 and 2001-02

Age	2000-01		2001-02	
	Success	Retention	Success	Retention
<20	68.4%	79.0%	69.0%	80.2%
20-24	74.9%	81.7%	75.5%	82.5%
25-29	65.1%	74.1%	64.6%	74.6%
30-39	69.9%	77.4%	69.6%	78.6%
40-49	74.9%	81.7%	75.4%	82.5%
> = 50	77.8%	84.3%	76.6%	83.2%
Total	**68.2%**	**77.7%**	**68.9%**	**79.1%**

Source: Datatel

Figure 6.2.5 Ranking of Student Success and Retention by Age, 2000-01 and 2001-02



Comments: Three age groups outperformed other groups. These groups are 50 years and older, 40 to 49 years and 20 to 24 years. In contrast, the 25-29 years old group had success and retention rates below that of the college as a whole.

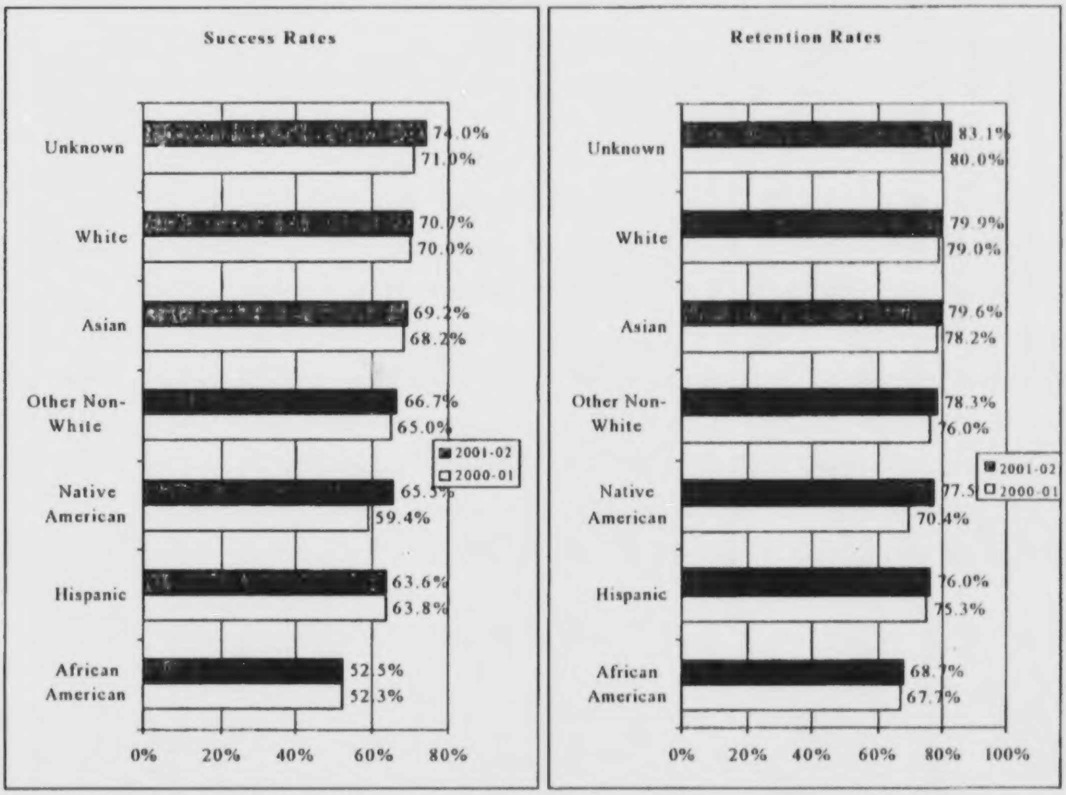
Student Performance by Ethnicity

Table 6.2.6 Student Performance by Ethnicity, 2000-01 and 2001-02

Ethnicity	2000-01		2001-02	
	Success	Retention	Success	Retention
Asian	68.2%	78.2%	69.2%	79.6%
African American	52.3%	67.7%	52.5%	68.7%
Hispanic	63.8%	75.3%	63.6%	76.0%
Native American	59.4%	70.4%	65.5%	77.5%
Other Non-White	65.0%	76.0%	66.7%	78.3%
White	70.0%	79.0%	70.7%	79.9%
Unknown	71.0%	80.0%	74.0%	83.1%
Total DVC	**68.2%**	**77.7%**	**68.9%**	**79.1%**

Source: Datatel

Figure 6.2.6 Student Success and Retention by Ethnicity, 2000-01 and 2001-02



Comments: White and Asian students consistently outperform their peers in other ethnic categories in both success and retention rates. African Americans tend to exhibit the lowest rates for success and retention. Both the Hispanic and Native American students also fall below the college average, constituting a need to also focus efforts towards these target populations.

Service Area High Schools

Table 6.2.7 Performance by Service Area High Schools, Fall 2001 and Fall 2002

School	Term	Total Seatcount	Success Rate	Retention Rate
Acalanes	Fall 2001	187	66.84%	77.01%
	Fall 2002	220	76.82%	84.55%
Campolindo	Fall 2001	127	80.31%	84.25%
	Fall 2002	170	69.41%	85.88%
Las Lomas	Fall 2001	521	76.58%	85.41%
	Fall 2002	471	78.98%	88.96%
Miramonte	Fall 2001	176	72.73%	80.68%
	Fall 2002	210	79.05%	89.05%
Del Oro	Fall 2001	52	44.23%	67.31%
	Fall 2002	67	59.70%	76.12%
TOTAL ACALANES	**Fall 2001**	**1,063**	**73.10%**	**82.13%**
	Fall 2002	**1,138**	**76.01%**	**86.91%**
Clayton Valley	Fall 2001	675	71.41%	79.85%
	Fall 2002	598	74.75%	85.79%
College Park	Fall 2001	748	73.13%	83.29%
	Fall 2002	607	70.18%	83.20%
Concord	Fall 2001	542	66.61%	78.41%
	Fall 2002	524	73.28%	83.97%
Mt. Diablo	Fall 2001	150	71.33%	84.00%
	Fall 2002	303	65.68%	82.18%
Northgate	Fall 2001	590	68.14%	79.15%
	Fall 2002	602	82.72%	90.53%
Ygnacio Valley	Fall 2001	604	65.56%	77.32%
	Fall 2002	516	73.45%	85.85%
Olympic	Fall 2001	75	33.33%	45.33%
	Fall 2002	98	35.71%	60.20%
TOTAL MT. DIABLO	**Fall 2001**	**3,384**	**68.56%**	**79.23%**
	Fall 2002	**3,248**	**72.91%**	**84.79%**
California	Fall 2001	550	68.55%	81.45%
	Fall 2002	504	74.40%	84.52%
Monte Vista	Fall 2001	356	72.47%	80.62%
	Fall 2002	374	72.99%	79.95%
San Ramon	Fall 2001	475	77.26%	86.95%
	Fall 2002	386	76.68%	88.34%
Del Amigo	Fall 2001	34	35.29%	64.71%
	Fall 2002	38	63.16%	86.84%
Venture	Fall 2001	87	63.22%	74.71%
	Fall 2002	111	49.55%	71.17%
TOTAL SAN RAMON	**Fall 2001**	**1,502**	**71.17%**	**82.22%**
	Fall 2002	**1,413**	**72.40%**	**83.37%**
TOTAL MARTINEZ (Alhambra)	**Fall 2001**	**390**	**66.41%**	**76.67%**
	Fall 2002	**370**	**74.86%**	**85.41%**
Carondelet	Fall 2001	131	73.28%	82.44%
	Fall 2002	127	77.95%	88.19%
De La Salle	Fall 2001	141	73.76%	87.23%
	Fall 2002	105	70.48%	80.95%
C. C. Christian	Fall 2001	23	91.30%	95.65%
	Fall 2002	11	54.55%	81.82%
TOTAL PRIVATE	**Fall 2001**	**295**	**74.92%**	**85.76%**
	Fall 2002	**243**	**73.66%**	**84.77%**
GRAND TOTAL	**Fall 2001**	**6,634**	**70.03%**	**80.51%**
	Fall 2002	**6,412**	**73.49%**	**84.89%**
DVC	**Fall 2001**	**66,520**	**68.05%**	**77.27%**
	Fall 2002	**65,966**	**70.24%**	**81.31%**

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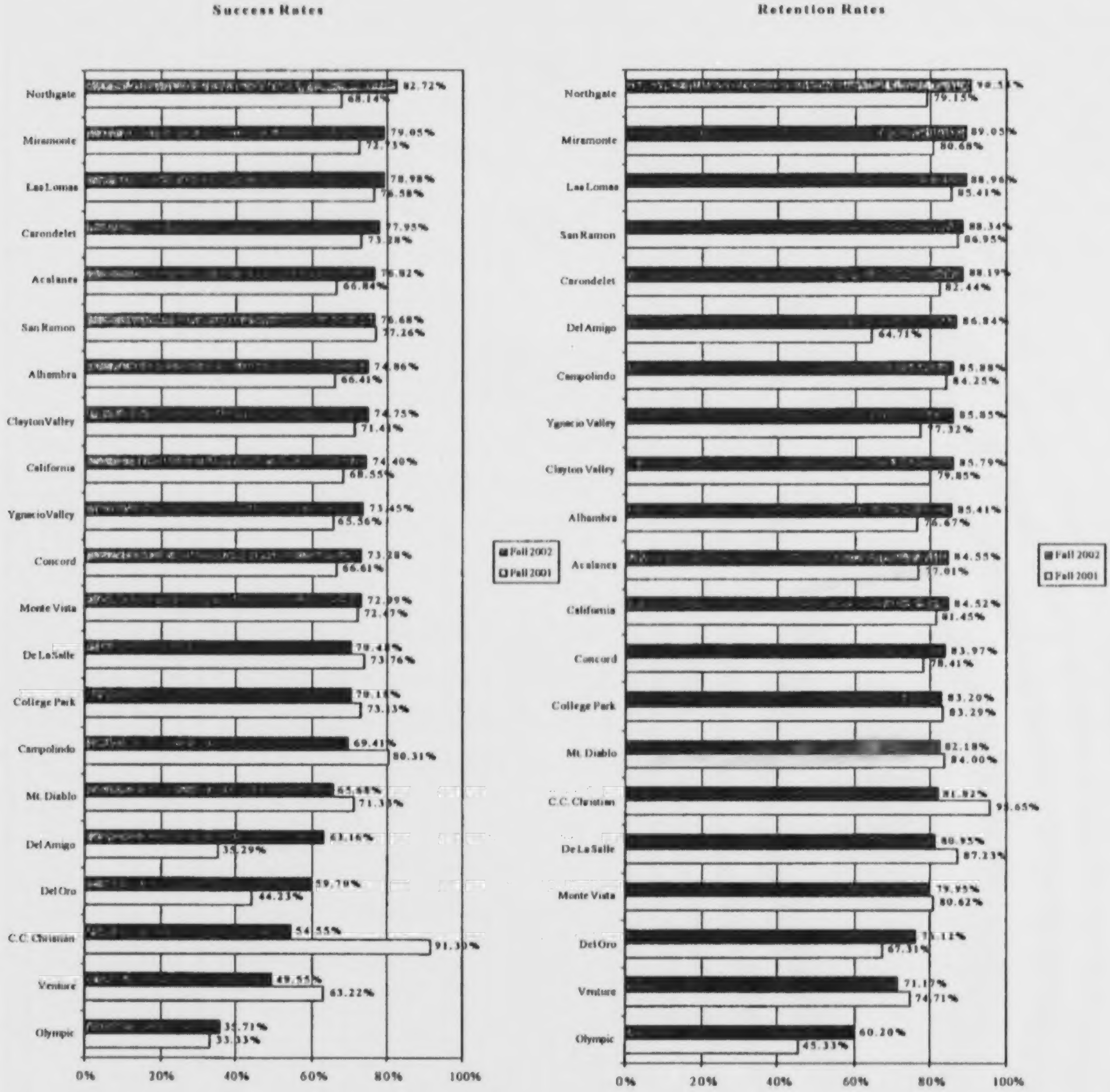
Figure 6.2.7 DVC Success and Retention Rates for Service Area High Schools, Fall 2001 and Fall 2002



Comments: Table 6.2.7 and Figure 6.2.4 provide information for the performance of service area high school graduates for fall 2001 and fall 2002. Students in this cohort come from 21 high schools (18 public and 3 private). Success and retention rates vary among schools districts and among schools within each district. The highest success rate in fall 2002 was attained by students from Northgate High School (82.7%), while the lowest success rate (35.7%) was attained by those from Olympic High School. Students from College Park High School, which supplied

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the largest number of students (748) among all service area high schools, had a success rate of 73.1% in fall 2002. The overall success rate for students from service area high schools (73.5% in fall 2002) was higher than that of DVC as a whole (70.2% in fall 2002). Furthermore, retention rates for service area high schools were also higher than that of DVC as a whole. In summary, college policies should aim at recruiting students from service area high schools, particularly those with higher than average success rates.

Course Success and Retention: Summary and Implications

Course success and retention rates serve as indicators of student academic performance. These rates were examined from several dimensions over a period of two to three years. Some of the salient points are presented below.

- The average success rate for DVC students stood at 68.7% for six academic terms (fall 1999 to spring 2002). During the same period, the average retention rate was 78.7%.
- Success and retention rates for the summer sessions (1999 to 2001) exceeded the comparable rates for the fall and spring terms. The average success and retention rates for the summer were 79.2% and 85.6%, respectively.
- In 2001-02, the highest success rate of 97.4% was attained by students enrolled in dental hygiene courses. Students in other dental programs, in Family Life Education, and Physical Education also performed in the top tier of success rates. In contrast, the lowest success rate of 55.6% was reached in mathematics courses. Accounting, Chemistry and Electronics success rates were also low.
- Students with defined goals tend to perform at a higher level than those with undecided goals or those who are exploring their choices. The highest success rate (72.7% for the fall terms of 1999 to 2001 was attained by students who planned to transfer to four-year colleges. In contrast, the lowest success rate (64.1%) during this period was attained by students who were exploring career goals.
- Women students attained a higher success rate of 71%, compared to the 66% success rate for men.
- Adult students of 50 years and older had a higher success rate (76.6% in 2001-02), compared to that (69.0%) of younger students (19 years and younger). The lowest success rate was attained by students in the age group of 25-29 years.
- White and Asian students have higher success rates than those of other ethnic groups. In contrast, African-Americans and Hispanic students performed in the lower tier of success rates in 2001-02.
- Student performance varied among service area high schools. The highest success rate in fall 2002 was attained by students from Northgate High School (82.7%), followed by Miramonte (80.0%). In contrast, the lowest success rate in fall 2002 was attained by students from Olympic High School (35.7%). College Park students had a 70.2% success rate in fall 2002.
- Examination of the success and retention rates reveal the need for improvement in several areas. The college may need to focus its energies on improving the success and retention rates of under-performing students, including male students, young adult learners (25-29 years of age), African-Americans and Hispanics, students without clearly-defined goals, and students from certain service area high schools.

3. Partnership for Excellence

The Partnership for Excellence (PFE) is a mutual commitment by the State of California and the California Community College system to expand significantly the contribution of community colleges to the social and economic success of California. The State has contributed substantially to the community colleges based on performance as they relate to five specific goals, and in the past has contributed up to $100 million annually, which is added to the base apportionment funding. Although it is unclear if future funding will remain at these levels, given the current budget concerns, the goals that are set forth in PFE are still vital areas that can be used for overall institutional effectiveness, and continue to warrant careful consideration by the college.

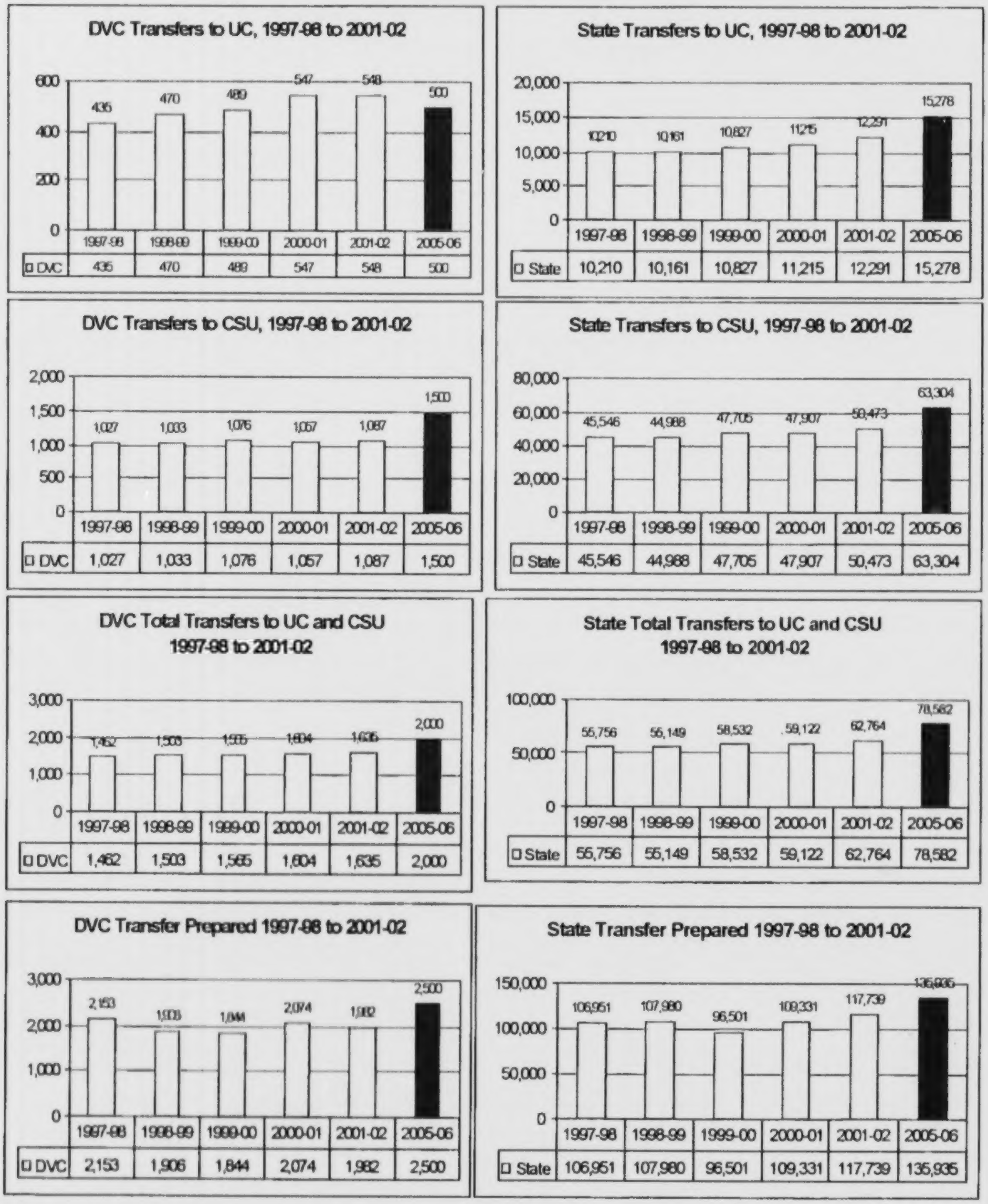
The five areas that are targeted for improvement in the PFE are transfer, degree and certificate awards, course completion, workforce development, and basic skills improvement. These areas are important to the college given its status as one of the premier transfer institutions in the state, in addition to the increased enrollment of individuals who have been displaced in the workplace under the current economic conditions. Finally, the increase in the diversity of the population places additional demands on the basic skills courses that are needed to transition these individuals into the economy. The goals in each of these areas and the progress that has been made towards these goals are detailed below.

Goal 1: Transfer

- The total transfer goal for DVC is 2,000 students by 2005-06, with 25% of that number representing the projected student transfer to UC and 75% representing the projected student transfer to CSU.
- Examination of actual student transfers as of 2001-02 indicates that DVC has surpassed its transfer goal to UC by approximately 10% (actual transfer of 548 versus the goal of 500), while falling significantly behind in meeting its transfer goal to CSU by approximately 28% (actual transfer of 1,087 versus the goal of 1,500).
- For the overall transfer goal to UC and CSU, the 2001-02 data indicate that DVC has met approximately 82% of its projected goal (actual total transfer of 1,635 versus the goal of 2,000). In comparison, all community colleges in California met approximately 80% of their overall projected transfer goal.
- With respect to the transfer prepared students (number of students who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.0), DVC met 79% of that goal, compared to approximately 87% for all community colleges in the state.

In summary, the college has done well in meeting its transfer goal to UC and in reaching its transfer prepared sub-goal. However, additional efforts are needed to enhance the number of transfer students to CSU.

Figure 6.3.1. PFE Goal No. 1: Transfer, DVC and State, 1997-98 to 2001-02



DVC Transfers to UC, 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ DVC	435	470	489	547	548	500

State Transfers to UC, 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ State	10,210	10,161	10,827	11,215	12,291	15,278

DVC Transfers to CSU, 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ DVC	1,027	1,033	1,076	1,057	1,087	1,500

State Transfers to CSU, 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ State	45,546	44,988	47,705	47,907	50,473	63,304

DVC Total Transfers to UC and CSU
1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ DVC	1,462	1,503	1,565	1,604	1,635	2,000

State Total Transfers to UC and CSU
1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ State	55,756	55,149	58,532	59,122	62,764	78,582

DVC Transfer Prepared 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ DVC	2,153	1,906	1,844	2,074	1,982	2,500

State Transfer Prepared 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ State	106,951	107,980	96,501	109,331	117,739	135,935

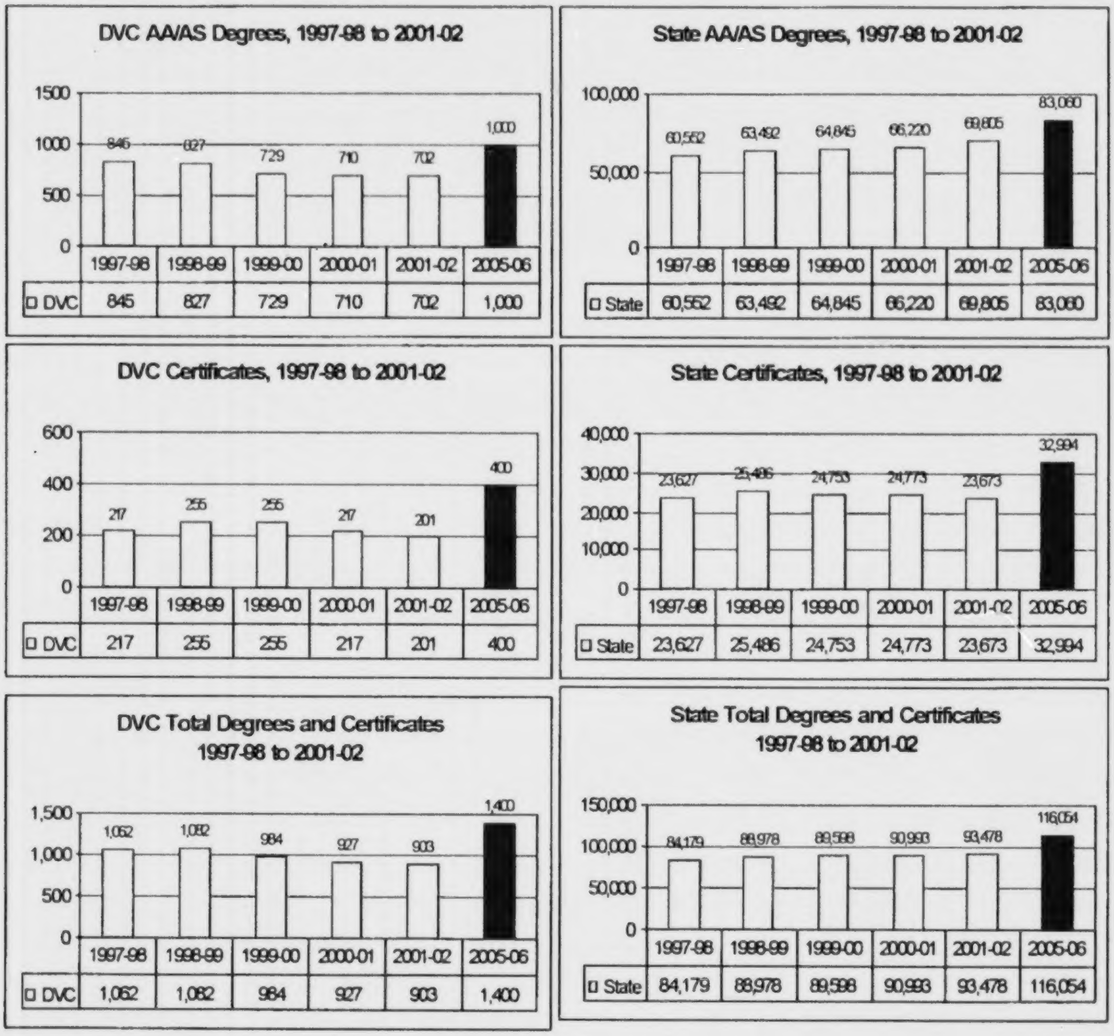
*Note: DVC's Goal Year is 2005-06

Goal 2: Degrees and Certificates

- The total goal of the awards for DVC is 1,400 consisting of 1,000 associate degrees and 400 certificates by 2005-06.
- Examination of actual awards by DVC indicates a consistent decline in the number of associate degrees and certificates in the past five years. Between 1997-98 and 2001-02, the number of associate degrees awarded declined by 17% (845 in 1997-98 versus 702 in 2001-02). The number of certificates awarded declined by 22% between 1998-99 (255 awards) and 2001-02 (201 awards).
- As of 2001-02, DVC has reached 70% of its projected goal for the associate degree awards and only 50% of its goal for the certificate awards. The comparable percentages for all community colleges in the state were 84% and 71.7%, respectively.
- For the overall goal of awards, as of 2001-02, DVC reached 64.5% of its projected goal, compared to 80.5% for all community colleges in California.

In summary, the college should seriously examine the underlying causes for the steady decline in the number of degrees and certificates awarded and should take immediate steps to reverse the trend of the past four to five years. Additional efforts are needed to strengthen productive programs and introduce new programs to meet the needs of the market place.

Figure 6.3.2. PFE Goal No. 2: Degrees and Certificates, DVC and State, 1997-98 to 2001-02



DVC AA/AS Degrees, 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ DVC	845	827	729	710	702	1,000

State AA/AS Degrees, 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ State	60,552	63,492	64,845	66,220	69,805	83,060

DVC Certificates, 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ DVC	217	255	255	217	201	400

State Certificates, 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ State	23,627	25,486	24,753	24,773	23,673	32,994

DVC Total Degrees and Certificates
1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ DVC	1,062	1,082	984	927	903	1,400

State Total Degrees and Certificates
1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ State	84,179	88,978	89,598	90,993	93,478	116,054

Goal 3: Successful Course Completion

- Successful course completion refers to the percentage of students enrolled in courses (course count or seat count) who earn a grade of A, B, C, or CR, compared to the total number of grades awarded. This goal consists of three components: transfer courses, basic skills courses, and vocational education courses. (See end notes for definitions.)
- DVC's goal for 2005-06 is 72% success rate in transfer courses, 67% success rate in basic skills courses and 83.7% success rate in vocational education courses.
- DVC's goal for successful course completion exceeded that of the state's community colleges in all three categories. The comparable targets for the state's community colleges for 2005-06 are 70.8% for transfer courses, 62.5% for basic skills courses and 80% for vocational courses.
- Course coding errors at DVC between 1999-00 and 2001-02 prevent reliable conclusions on the direction of success rate, particularly for basic skills and for vocational education courses. While the college is almost meeting its success rate for transfer courses (71.3% in 2001-02 versus a goal of 72% in 2005-06), it has fallen behind in meeting its goal for basic skills and vocational education courses.
- For the community colleges in California, there is also a mixed picture:

    - ◊ Colleges made progress in meeting the success rate for transfer courses (69.5% in 2001-02 versus the goal of 70.8% in 2005-06).
    - ◊ The course completion rate for basic skills has not significantly improved in the past five years (59.2% in 2001-02 versus 59.0% in 1997-98; goal of 62.5%).
    - ◊ Course completion rate for vocational education surpassed the projected goal (82.2% in 2001-02 versus the goal of 80.0% in 2005-06).

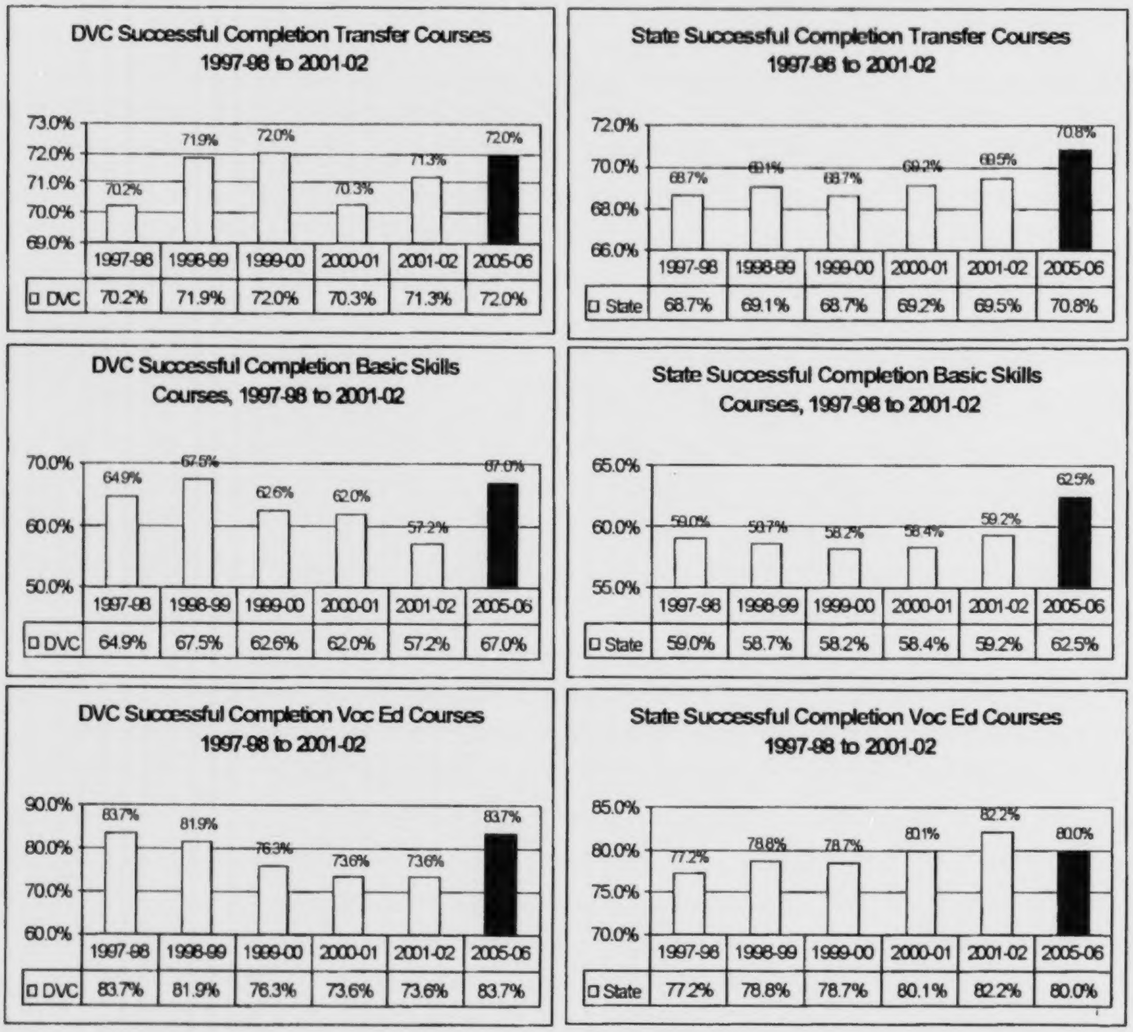
In summary, despite the question raised regarding the reliability of data at DVC, it appears that additional efforts are needed to improve the success rate for students enrolled in basic skills. This group of students are seriously at risk, especially in the face of budget cuts for public schools (K-12) and for community colleges.

In addition, DVC must expedite its efforts to implement a program for measuring and enhancing student learning outcomes for developmental education.

Endnotes

- Completed enrollments (also called retention) are those where enrollment grade equals A, B, C, D, F, CR, NC, or I.
- Attempted enrollments are those where enrollment grade equals A, B, C, D, F, CR, NC, I, RD, or W.
- All enrollments include every reported enrollment record including WX.
- Transfer enrollments are those where the course transfer status equals A or B.
- Vocational education enrollments are those where the course's SAM priority code equals A, B, or C and transfer status equals C.
- Basic skills enrollments are those where the course basic skills status equals B or P and SAM priority code equals D or E.

Figure 6.3.3. PFE Goal No. 3: Successful Course Completion, DVC and State, 1997-98 to 2001-02



DVC Successful Completion Transfer Courses 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ DVC	70.2%	71.9%	72.0%	70.3%	71.3%	72.0%

State Successful Completion Transfer Courses 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ State	68.7%	69.1%	68.7%	69.2%	69.5%	70.8%

DVC Successful Completion Basic Skills Courses, 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ DVC	64.9%	67.5%	62.6%	62.0%	57.2%	67.0%

State Successful Completion Basic Skills Courses, 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ State	59.0%	58.7%	58.2%	58.4%	59.2%	62.5%

DVC Successful Completion Voc Ed Courses 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ DVC	83.7%	81.9%	76.3%	73.6%	73.6%	83.7%

State Successful Completion Voc Ed Courses 1997-98 to 2001-02

	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
□ State	77.2%	78.8%	78.7%	80.1%	82.2%	80.0%

Goal 4: Workforce Development

- The workforce development goal consists of three numerical targets that reflect different levels of skills attainment. The numerical target for DVC is 22,157 student who would have completed apprenticeship, introductory vocational education courses, and advanced vocational education courses by 2005-06. The comparable total number for the state's community colleges is 1,463,665 students.
- The proportional share of each of these three numerical targets for DVC and for the state are as follows:

  ◊ Apprenticeship: 7% for DVC and 1.7% for the state
  ◊ Advanced courses: 13.51% for DVC and 25.7% for the state
  ◊ Introductory courses: 79.5% for DVC and 72.6% for the state

  It is clear that DVC places less emphasis on advanced courses and more on the introductory and apprenticeship courses, compared to that of the state's community colleges

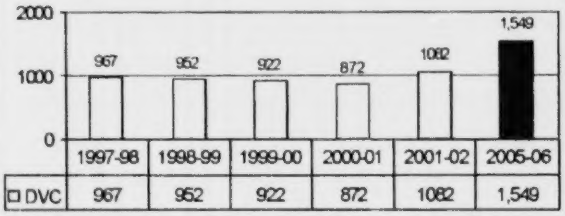
- Regarding the accomplishment of the target goals, as of 2001-02 DVC has fallen behind its goals in comparison to the state's, in every one of the three categories.

  ◊ Apprenticeship: DVC reached 69.9% of its target goal, while California community colleges reached 143% of their goal. However, one may also observe that, while DVC's goal was ambitious (proportionate share of 7%), the state's goal was relatively modest (proportionate share of only 1.7%).
  ◊ Advanced vocational courses: DVC reached 67.2% of its target goal, compared to 81.8% for California's community colleges.
  ◊ Introductory vocational courses: DVC reached 77.6% of its target goal, compared to 99.6% for the state's community colleges.
  ◊ For all courses related to workforce development, by 2001-02, DVC reached 75.1% of its target goal compared to 95.8% for the state's community colleges.

In summary, it appears that DVC has fallen behind in reaching its numerical goal for the development of the workforce, while the state's community colleges as a whole are meeting or exceeding their targets. Apparently, the relatively lower degree of emphasis on vocational programs, as evidenced by the decline in the number of certificates, may have contributed to the current state of affairs at DVC. The college should invest additional efforts to enhance and promote the programs related to workforce development. Furthermore, the college should develop new vocational programs that meet the needs of the market place. Examples: programs in homeland security and gerontology.

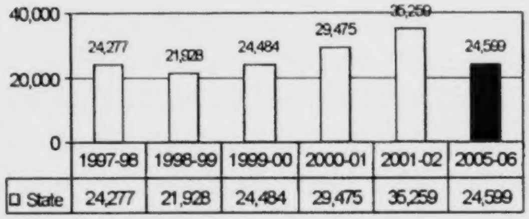
Figure 6.3.4. PFE Goal No. 4: Workforce Development, DVC and State, 1997-98 to 2001-02

DVC Successful Completion Apprenticeship
1997-98 to 2001-02



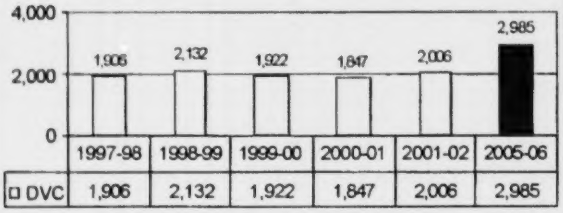
	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
☐ DVC	967	952	922	872	1082	1,549

State Successful Completion Apprenticeship
1997-98 to 2001-02



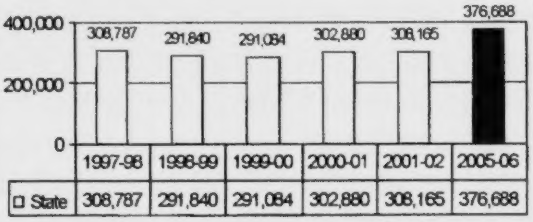
	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
☐ State	24,277	21,928	24,484	29,475	35,259	24,599

DVC Successful Completion Advanced
1997-98 to 2001-02



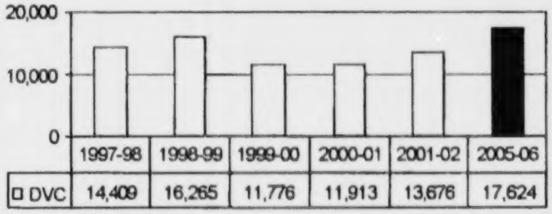
	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
☐ DVC	1,906	2,132	1,922	1,847	2,006	2,985

State Successful Completion Advanced
1997-98 to 2001-02



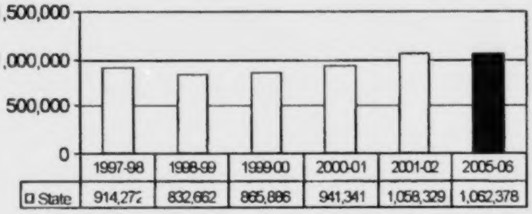
	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
☐ State	308,787	291,840	291,084	302,880	308,165	376,688

DVC Successful Completion Introductory
1997-98 to 2001-02



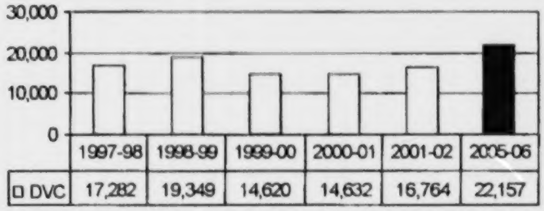
	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
☐ DVC	14,409	16,265	11,776	11,913	13,676	17,624

State Successful Completion Introductory
1997-98 to 2001-02



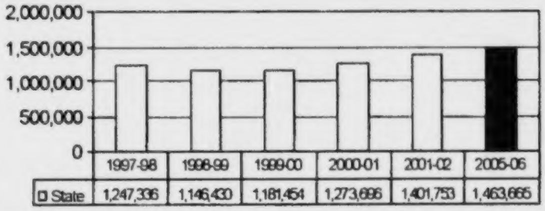
	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
☐ State	914,272	832,662	865,886	941,341	1,058,329	1,062,378

DVC Total Vocational Success
1997-98 to 2001-02



	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
☐ DVC	17,282	19,349	14,620	14,632	16,764	22,157

State Total Vocational Success
1997-98 to 2001-02



	1997-98	1998-99	1999-00	2000-01	2001-02	2005-06
☐ State	1,247,336	1,146,430	1,181,454	1,273,696	1,401,753	1,463,665

Goal 5: Basic Skills Improvement

The discussion of this goal requires familiarity with the definitions and the research methodology used to measure the basic skills improvement rates. Analysis of goal attainment will follow.

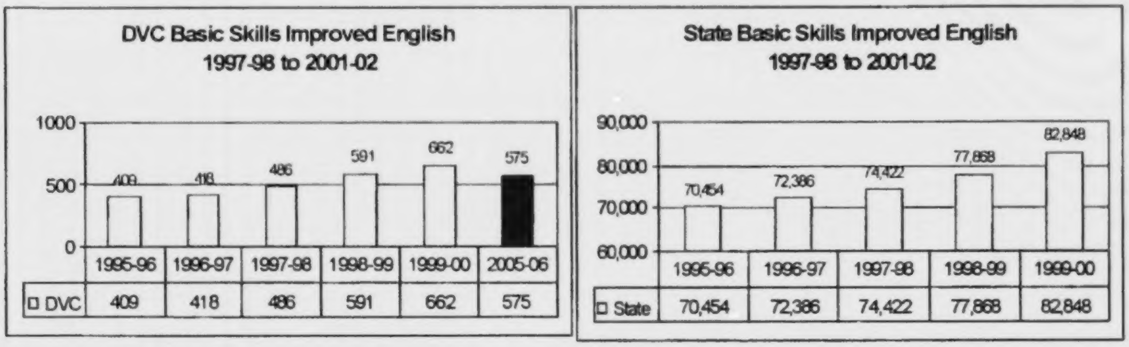
Methodology

- The basic skills improvement goal uses cohorts of students that are tracked for a period of three years. As of 2001-02, five cohorts were identified and tracked with the last cohort being that of 1999-00. Students tracked in the cohort must meet the following criteria (reference is made for the 1999-00 cohort and is applicable to the other cohorts):
  - ◊ The student must meet the full term reporting criteria for at least one term during the 1999-00 academic year to be considered in the cohort.
  - ◊ The student had to have enrolled in a basic skills course with a code of P or B for pre-collegiate basic skills or basic skills, respectively.
  - ◊ The student had to have enrolled in an English, writing, or mathematics course.
- Once the cohort of students is selected, then students' course-taking patterns are tracked for three years. (In the case of the 1999-00 cohort, students will be tracked up to and including spring 2002.) Students may stop and start during this period of time and are still tracked as members of the original cohort.
- The State Chancellor's Office tracks the course-taking patterns throughout the entire community college system. If a student qualifies for the cohort at one college and subsequently completes a higher-level course at another college, then the student is considered "improved" in the college where he/she qualified for the cohort.
- Students are categorized into two subgroups for English and mathematics. A student may be placed in both groups. However, if a student enrolled in English and ESL in fall 1999, the student will be counted only once in Total English. Furthermore, if a student successfully completes numerous high-level courses, the student will only be counted as "improved" once in each subgroup of English and/or mathematics.

Analysis

- The basic skills improvement goal consists of two numerical targets for English and mathematics. These targets are 575 improved students in English and 580 improved students in mathematics, or a combined total of 1,155 improved students by 2005-06 (up from 832 students in 1995-96). This change would amount to a 39% increase during this period.
- The comparable data for California's community colleges were 150,754 improved students by 2005-06 (up from 108,566 students in 1995-96). This change would also amount to a 39% increase during this period.
- With respect to overall accomplishments, as of the1999-00 cohort (the last cohort that covers a three-year period up to 2001-02), DVC had a total of 1,084 basic skills improved students or 93.9% of the target goal for 2005-06. In comparison, the state reached 92.5% of its target goal.

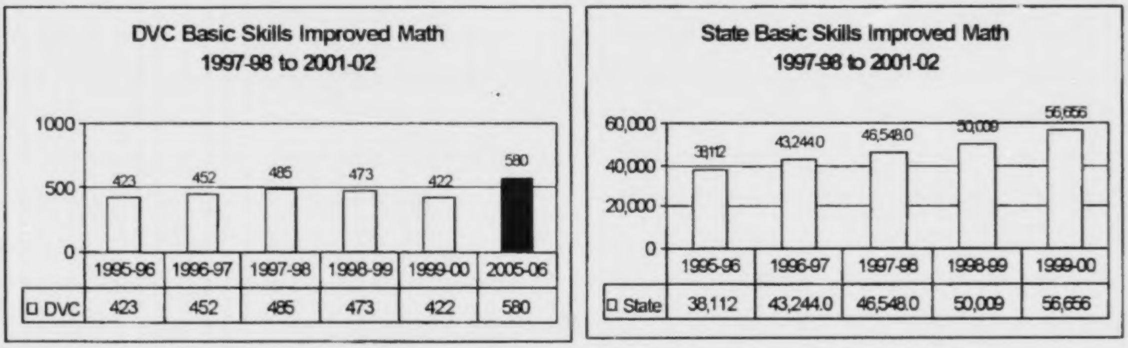
Figure 6.3.5. PFE Goal No. 5: Basic Skills Improvement, DVC and State, 1997-98 to 2001-02



	1995-96	1996-97	1997-98	1998-99	1999-00	2005-06
☐ DVC	409	418	486	591	662	575

	1995-96	1996-97	1997-98	1998-99	1999-00
☐ State	70,454	72,386	74,422	77,868	82,848

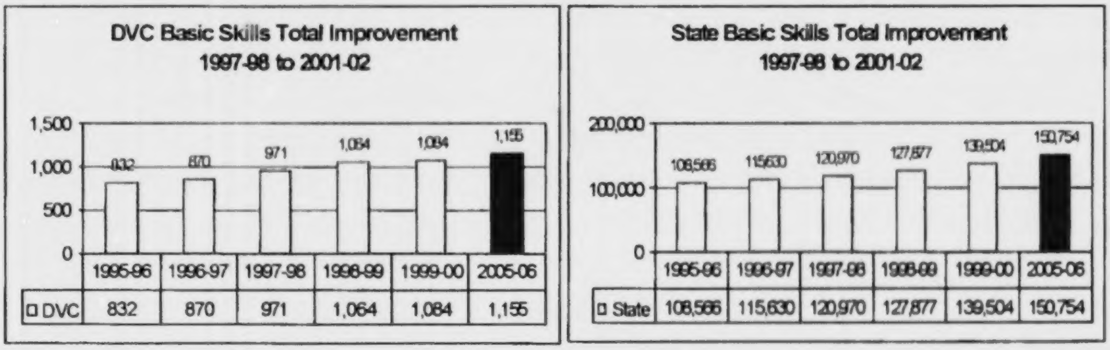
Note: No goal available for the state



	1995-96	1996-97	1997-98	1998-99	1999-00	2005-06
☐ DVC	423	452	485	473	422	580

	1995-96	1996-97	1997-98	1998-99	1999-00
☐ State	38,112	43,244.0	46,548.0	50,009	56,656

Note: No goal available for the state



	1995-96	1996-97	1997-98	1998-99	1999-00	2005-06
☐ DVC	832	870	971	1,064	1,084	1,155

	1995-96	1996-97	1997-98	1998-99	1999-00	2005-06
☐ State	108,566	115,630	120,970	127,877	139,504	150,754

- Improvement in basic skills English at DVC was 115% of the target goal (662 improved in 1999-00 vs. the goal of 575 by 2005-06). In contrast, improvement in basic skills math was 72.7% of the target (422 improved in 1999-00 vs. the goal of 580 in 2005-06).

In summary, while DVC has surpassed its target goal in improving student basic skills in English, the college has fallen behind in its attempt to reach its basic skills goal in mathematics. The college should focus its efforts on improving basic skills in mathematics during the next few years.

Partnership for Excellence: Summary and Implications

Progress reports on attainment of PFE goals are available for the past five years (1997-98 to 2001-02). Analysis of data indicates that DVC had mixed progress toward reaching its PFE goals in the five areas of student transfers, degrees and certificates awarded, course completion, workforce development, and basic skills improvement. Some of the salient points are presented below.

The college is meeting its goals in the following areas:

- Student transfer to the University of California (UC): the goal is to transfer 500 students to UC by 2005-06, and the college transferred 548 students in 2001-02.
- Successful completion of transfer courses: the goal is a 72% success rate by 2005-06, and the actual success rate in 2001-02 was 71.3%.
- Basic skills improvement in English: the goal is 575 improved students by 2005-06, and the actual number in 2001-02 was 662 students.

On the other hand, the college has not met its goals in the following areas:

- Student transfer to California State University (CSU): the goal is to transfer 1,500 students to CSU by 2005-06, but the college had only 1,087 students in 2001-02—a gap of 28%.
- Transfer-prepared students: the goal is to have 2,500 students prepared to transfer by 2005-06, but the college had only 1,982 in 2001-02—a gap of 21%.
- Degrees and certificates: the goal is a total of 1,000 AA degrees and 400 certificates, or a total of 1,400 awards by 2005-06. However, in 2001-02, the college awarded 702 AA degrees and 201 certificates, for a total of 903 awards—a gap of 36%.
- Successful course completion: the goal is a 67% success rate in basic skills and an 83.7% success rate in vocational courses by 2005-06. However, in 2001-02, the college had success rates of 57.2% in basic skills and 73.6% in vocational courses, representing gaps of approximately 10 percentage points for each category of courses.
- Workforce development: the total numerical goal is 22,157 students who would have completed vocational education courses at three levels by 2005-06. By 2001-02, the college had a total of 16,764 students or a gap of approximately 24%.
- Basic skills improvement in mathematics: the goal is 580 improved students by 2005-06. However, the college had 422 students for the 1999-00 cohort—a gap of 27%.

The college needs to consider these planning issues:

- Electronic update of each student's Educational Plan is needed to provide proper and timely advice to students who intend to transfer to four-year colleges.
- Enhance the contact with four-year transfer institutions within the CSU system.
- Data on transfers to private institutions and out-of-state institutions should be collected and analyzed on a regular basis. The college's subscription to the National Student Clearinghouse (NSCH) should help achieve this goal.
- Data on the success of transfer students at the receiving institutions should be collected and analyzed on a regular basis. Again, this will be facilitated by the Degree Verify information now available from the NSCH.
- Through such mechanisms as advisory councils, the college should engage employers and community leaders in open dialogue about their workforce demands and how DVC can best meet those demands through relevant curricula. Program directors should review and revise programs based on continual community input.
- The workforce development committee should examine the best practices followed by colleges with successful track records, and it should adopt some of these practices whenever feasible.
- The college should take steps to review its degree and certificate award process. The college should determine if there are steps that can be taken to target students who would be potential candidates for achieving these awards. To assist in identifying potential degree candidates, the college should seriously consider implementing the Degree Audit Module in Datatel more fully.
- The college should promote and publicize the importance of degree and certificate completion.
- The college should expand the number and variety of mentors/coaches to assist students in academic matters and other issues of campus life.

4. Benchmarking

The history of innovative adaptations is arguably as old as civilizations. People have always observed good ideas around them and adapted those ideas to meet their needs and circumstances. It is a fact that no individual or organization – no matter how innovative or prolific – can possibly parent all innovations and all good practices. In view of this reality, it makes eminently good sense to recognize human limitations and consider the experience of others. Benchmarking is a tool that can enable individuals or organizations to accelerate their own progress and improvement without having to "reinvent the wheel."

There are two types of benchmarking for colleges and universities: *performance* benchmarking and *process* benchmarking. The first compares one institution with others in specific areas of performance. The second enables the institution to adapt best practices that lead ultimately to superior performance.

Benchmarking in this Fact Book focuses on comparing enrollment and student performance measurements at a selected few peer institutions in the state. The goal is to develop a diagnostic tool for identifying areas in need of improvement. To facilitate the peer review analysis, several indicators are used for comparing DVC with other community colleges. However, before discussing these indicators, it may be helpful to address the selection criteria for DVC peer community colleges.

Selection Criteria

Diablo Valley College is one of the largest community colleges in California with an enrollment headcount of 23,260 students in fall 2002 and an FTES in excess of 17,500 students in 2000-01. While size plays an important role in the selection of DVC's peer colleges, there are several additional factors that must also be considered. These factors include the following:

Classification: Each college must have a Carnegie class of "Associate's College". Institutions in this classification offer associate's degree and certificate programs and do not award baccalaureate degrees.

Revenue Source: Each college must be supported by state funds. Private colleges are excluded.

Governance: Each college must be a member of a multi-college district. Stand-alone colleges are excluded.

Size: Each college should have an enrollment headcount of 20,000 or more students.

Location: Colleges in the peer group must be geographically diverse and therefore located in different regions of the state.

Management Decision: Personal knowledge and experience of DVC's leadership about California community colleges played an important role in making the final selection of peer institutions.

After careful examination of the profile of community colleges in California, the following five institutions were selected as peers for DVC: American River, De Anza, Fresno City, Orange Coast, and San Diego Mesa.

The profile of the six peer institutions (Table 6.4.1) indicates that all colleges met the selection criteria with respect to classification, revenue source, governance, size, and location. Two of the colleges were located in the Bay Area, another two were located in the Central Valley, and the last two were located in Southern California. With respect to size, student headcount enrollment in fall 2002 fell between 21,850 students at Fresno City and 32,468 at American River. DVC had 23,260 students. FTES enrollment indicates a range of 16,040 students to 19,736 students in 2000-01. All colleges except Fresno were established within a 20-year period between 1947 and 1967, and all of them have affordable tuition and fees that range between $264 and $396 in 2002. In short, the profile of the six colleges reflects the selection criteria.

Table 6.4.1 DVC's Peer Public Two-Year Institutions in California, 2001-02

Category	Diablo Valley College	American River College	De Anza College	Fresno City College	Orange Coast College	San Diego Mesa College
Institutional Classification						
Type of Carnegie Class	Associate's College	Associate's College	Associate's College	Associate's College	Associate's College	Associate's College
Revenue						
Type of Source	State	State	State	State	State	State
Governance						
Type of District	Muti-District	Muti-District	Muti-District	Muti-District	Muti-District	Muti-District
Name of District	Contra Costa	Los Rios	Foothill-De Anza	State Center	Coastline	San Diego
Student Enrollment						
Head Count, Fall 2002	23,260	32,468	26,823	21,850	26,006	24,286
FTES, 2000-01	17,529	17,007	19,736	16,040	18,512	18,893
College Rank by FTES	14	16	8	19	11	10
Location						
City	Pleasant Hill	Sacramento	Cupertino	Fresno	Costa Mesa	San Diego
County	Contra Costa	Sacramento	Santa Clara	Fresno	Orange	San Diego
Zip Code	94523	95841	95014	93741	92626	92111
Area Code	925	916	408	559	714	619
State Region	East Bay	Cent. Valley	South Bay	Cent. Valley	South Cal.	South Cal.
Other Information						
Year Established	1948	1955	1967	1910	1947	1962
Tuition/Fees	$264	$396	$347	$352	$310	$290

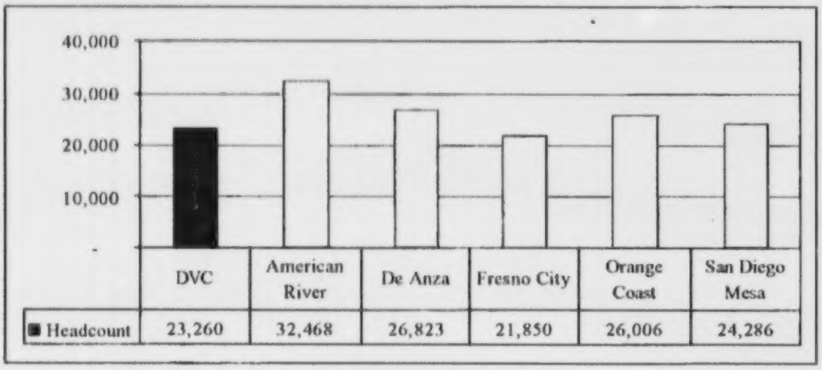
Source: Higher Education Directory, 2002; CCCCO Data Mart

Several indicators are used as a basis for comparison among the six peer colleges. These indicators include the following: enrollment by headcount, FTES, demographics and other variables, faculty and staff, financial aid, transfer to four-year institutions, degrees and certificates awarded, course success rates, success in vocational education, basic skills improvement, and core indicators of performance in occupational programs. Each of these will be addressed in the following pages.

Student Enrollment

Benchmarking data for student enrollment at peer community colleges include headcount and count of FTES. Headcount data are presented for the fall of 2002, while the FTES data are computed for a full year (summer, fall, and spring). The latest information for FTES available from the State Chancellor's Office represents 2000-01.

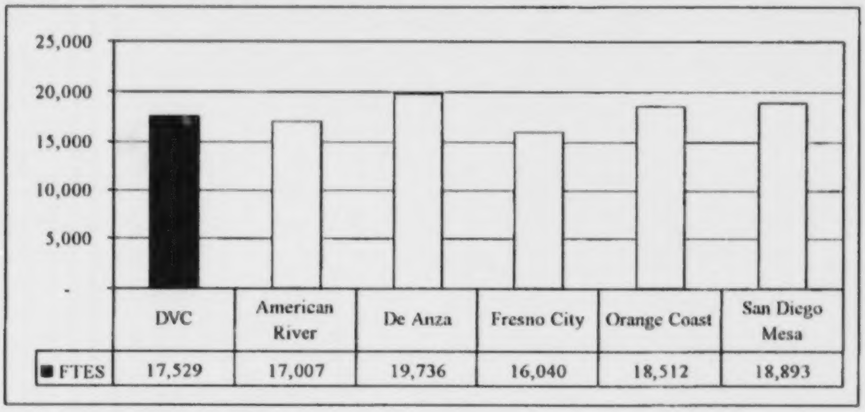
Figure 6.4.1 Headcount Enrollment at DVC and Peer Colleges, Fall 2002



	DVC	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa
■ Headcount	23,260	32,468	26,823	21,850	26,006	24,286

Comments: The range of enrollment at peer colleges in fall 2002 fell between 21,850 students at Fresno City and 32, 468 students at American River. Compared to its peer colleges, DVC ranked in the lower tier of the group at 23,260 students. The state had a total of 1,746,553 students (July, 2003).

Figure 6.4.2 FTES at DVC and Peer Colleges, Fall 2001-02

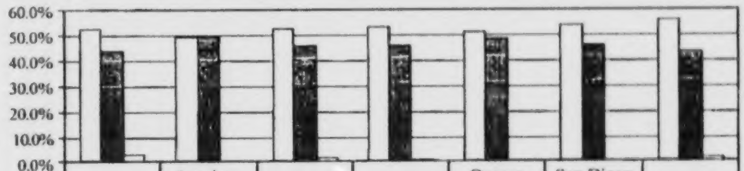


	DVC	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa
■ FTES	17,529	17,007	19,736	16,040	18,512	18,893

Comments: The range of FTES enrollment at the peer colleges in 2000-01 fell between 16,040 students at Fresno City and 19,736 students at De Anza, while DVC's enrollment stood at 17,529 students. All peer institutions ranked in the top 20 largest community colleges in California, with DVC in the 14th position.

Enrollment by Gender

Figure 6.4.3 Enrollment by Gender at Peer Colleges, Fall 2002

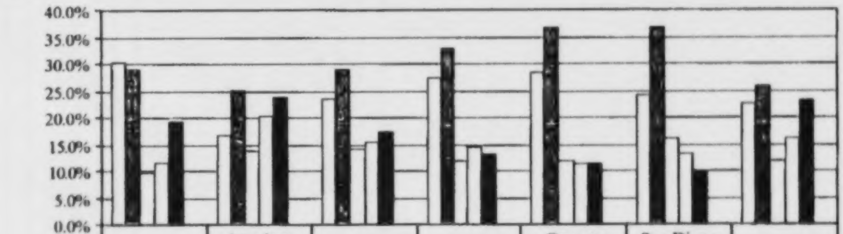


	DVC	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State CC
☐ Women	52.9%	49.6%	52.4%	53.6%	51.4%	53.8%	55.7%
■ Men	44.3%	50.3%	46.2%	46.0%	48.6%	46.1%	43.2%
☐ Unknown	2.8%	0.1%	1.3%	0.4%	0.1%	0.1%	1.0%

Comments: In fall 2002, women constituted the majority of students at peer colleges, except at American River where men represented a slim majority at 50.3%. The lowest percentage of males was at DVC (44.3%). There was also a relatively larger percentage (2.8%) of unknown gender at DVC, indicating the need for accuracy in the collection and reporting of demographic data. For the state's community colleges, women represented 55.7%, while men represented 43.2% of the total enrollment headcount.

Enrollment by Age

Figure 6.4.4 Enrollment by Age at DVC and Peer Colleges, Fall 2002

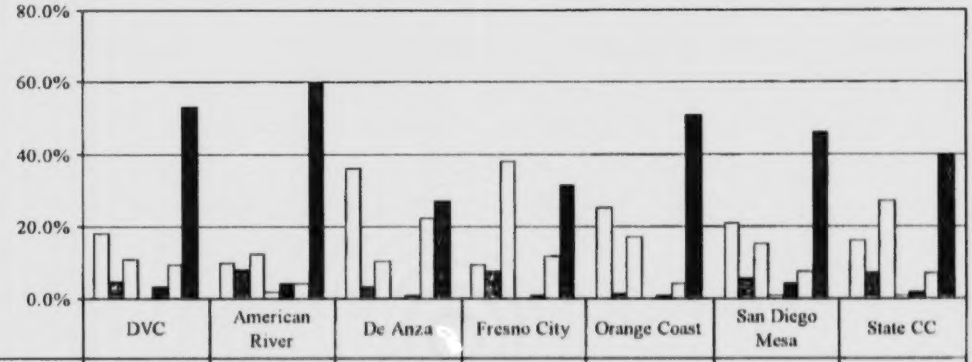


	DVC	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State CC
☐ 19 or Less	30.3%	16.9%	23.6%	27.3%	28.4%	24.2%	22.6%
■ 20-24	29.1%	25.1%	29.0%	32.9%	36.7%	36.9%	25.8%
☐ 25-29	9.6%	13.7%	14.1%	12.0%	12.0%	16.0%	12.0%
☐ 30-39	11.5%	20.5%	15.6%	14.4%	11.4%	13.1%	16.1%
■ 40+	19.4%	23.8%	17.6%	13.3%	11.4%	9.8%	23.1%
☐ Unknown	0.1%	0.0%	0.2%	0.0%	0.0%	0.0%	0.4%

Comments: The age distribution of students at DVC differs from other peer colleges in several ways. Young students at the age of 19 years or younger represent the largest age group at DVC (30.3%), compared to lower percentages at other peer colleges (range of 16.9% to 28.4%) and to the state's community colleges (22.6%). Apparently, young high school graduates are attracted to DVC as a first step toward transferring to four- year institutions. In contrast, middle age adults at the age of 25 to 39 years enrolled in relatively smaller numbers (21.1%), compared to other peer colleges (range of 23.5% to 34.2%) and to the state's community colleges (28.1%). Apparently, a relatively smaller percentage of students are attracted to occupational programs at DVC, which may need to enhance its efforts to attract a relatively larger share of adult students into vocational programs.

Enrollment by Ethnicity

Figure 6.4.5 Enrollment by Ethnicity at DVC and Peer Colleges, Fall 2002

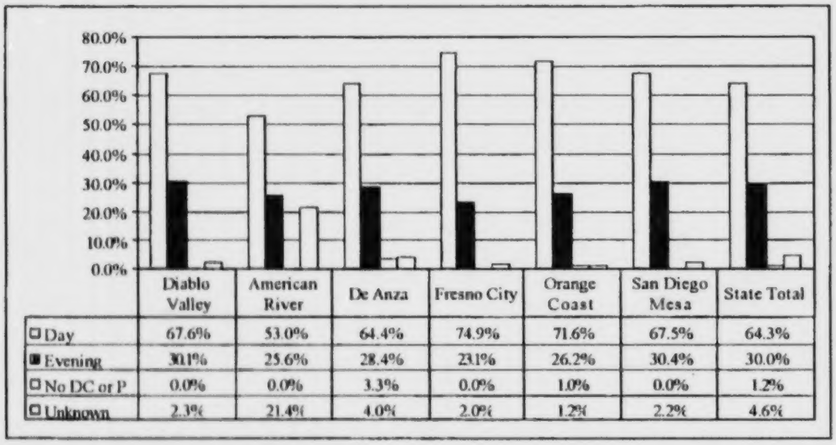


	DVC	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State CC
☐ Asian/PI	18.1%	10.2%	36.2%	9.6%	24.9%	20.6%	16.0%
▨ African-Amer	4.9%	7.9%	3.1%	7.7%	1.6%	5.7%	7.1%
☐ Hispanic	10.8%	12.1%	10.2%	38.0%	16.9%	15.0%	27.1%
☐ Native American	0.7%	1.7%	0.5%	0.3%	0.6%	1.0%	0.9%
■ Other Non-White	3.2%	4.1%	0.9%	1.1%	1.1%	4.2%	1.9%
☐ Unknown	9.4%	4.2%	22.1%	12.0%	4.3%	7.6%	7.3%
■ White	52.9%	59.9%	26.9%	31.4%	50.7%	45.8%	39.7%

Comments: At the state's community colleges, there is no clear ethnic majority, just large ethnic minorities. Whites represent 39.7% of student enrollment in fall 2002, compared to 27.1% for Hispanics, 16.0% for Asians, and 7.1% for African Americans. In contrast peer community colleges exhibited various degrees of ethnic mix that reflect, to some extent, the population of the community. At DVC, American River, and Orange Coast, Whites represent the majority of students, while there was no clear majority at the other three colleges. Asians represented the largest minority at De Anza; Hispanics at Fresno, and Whites at San Diego Mesa. In short, the population of students at DVC and at peer colleges is becoming more diverse, albeit at different degrees.

Enrollment by Day-Evening Status

Figure 6.4.6 Enrollment by Day-Evening Status at DVC and Peer Colleges, Fall 2002

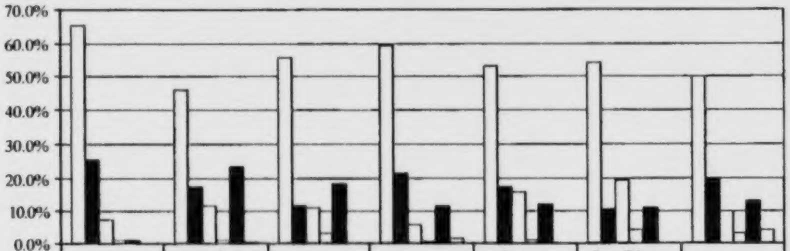


	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State Total
□ Day	67.6%	53.0%	64.4%	74.9%	71.6%	67.5%	64.3%
■ Evening	30.1%	25.6%	28.4%	23.1%	26.2%	30.4%	30.0%
□ No DC or P	0.0%	0.0%	3.3%	0.0%	1.0%	0.0%	1.2%
□ Unknown	2.3%	21.4%	4.0%	2.0%	1.2%	2.2%	4.6%

Comments: Day students represented 67.6% of the total enrollment at DVC in fall 2002, while evening students accounted for 30.1%. The comparable percentages for the state's community colleges were 64.3% and 30.00%, respectively. At peer institutions, the range for day students fell between 53.0% at American River and 74.9% at Fresno City. The range for evening students was between a low of 23.1% at Fresno City and a high of 30.4% at San Diego Mesa. Apparently, DVC has been successful in attracting a considerable clientele for its evening classes.

Enrollment by Enrollment Status

Figure 6.4.7 Enrollment by Status at DVC and Peer Colleges, Fall 2002

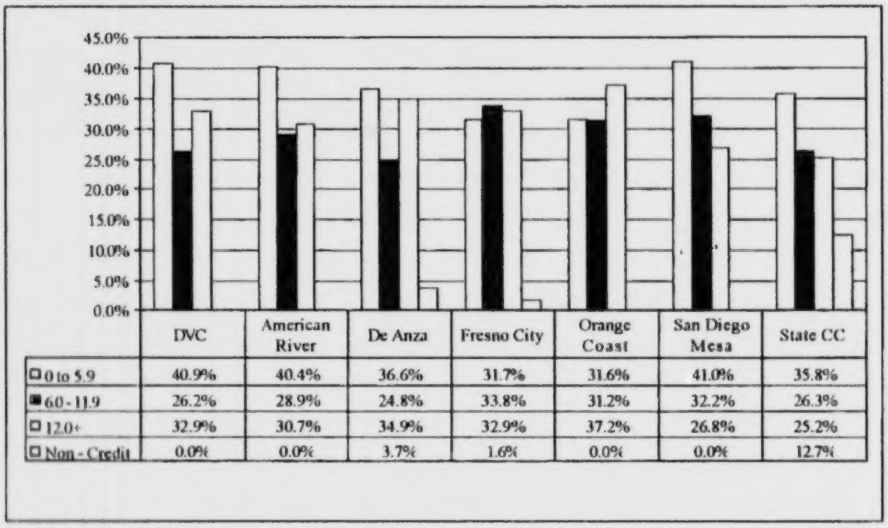


	DVC	American River	De Anza	Fresno	Orange Coast	San Diego Mesa	State Total
☐ Continuing Student	65.6%	46.1%	55.5%	59.1%	53.1%	54.4%	50.4%
■ First-time Student	25.1%	17.4%	11.8%	21.5%	17.4%	10.4%	19.1%
☐ First-time Transfer	7.5%	11.6%	11.2%	6.1%	16.0%	19.2%	10.0%
☐ Not Applicable	0.9%	1.3%	2.9%	0.3%	1.2%	4.6%	3.0%
■ Returning Student	0.8%	23.1%	18.5%	11.7%	12.3%	11.1%	13.0%
☐ Uncollected /Unreported	0.0%	0.5%	0.0%	1.3%	0.0%	0.2%	4.5%

Comments: One of the major distinctions of DVC has been its ability to attract a loyal following of continuing students. The percentage of continuing students at DVC stood at 65.6%, which is significantly higher than the 50.4% for the state community colleges. At peer institutions, the comparable percentages range between a low of 46.1% at American River and a high of 59.1% at Fresno City. The percentage of first-time students at DVC (25.1%) was also higher than that of the state's community colleges (19.1%), as well as peer institutions (a range of 11.8% to 21.5%). In contrast, the proportion of returning students at DVC is considerably lower than the comparable numbers at other peer colleges and at the state. This low number may have to be examined more closely to ensure data integrity over time.

Enrollment by Unit Load

Figure 6.4.8 Enrollment by Unit Load at DVC and Peer Colleges, Fall 2002



	DVC	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State CC
□ 0 to 5.9	40.9%	40.4%	36.6%	31.7%	31.6%	41.0%	35.8%
■ 6.0 - 11.9	26.2%	28.9%	24.8%	33.8%	31.2%	32.2%	26.3%
□ 12.0+	32.9%	30.7%	34.9%	32.9%	37.2%	26.8%	25.2%
□ Non - Credit	0.0%	0.0%	3.7%	1.6%	0.0%	0.0%	12.7%

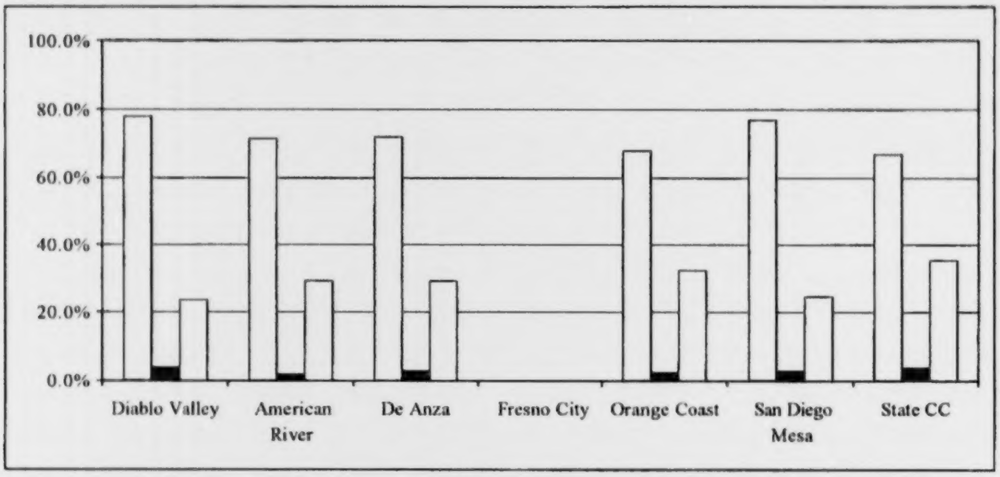
Comments: Full-time students at DVC (12 or more units) accounted for approximately one-third (32.9%) of total enrollment in fall 2002, while part-time students (fewer than 12 units) represented two-thirds of students (67.1%). The comparable breakdown for the state's community colleges was 25.2% and 62.1%, respectively. However a relatively larger percentage of students (12.7%) took courses for no credit at the state's community colleges, compared to none at DVC. The comparable percentages for full-time students at peer colleges range from 26.8% at San Diego Mesa and 37.2% at Orange Coast. Apparently, colleges that emphasize transfer programs attract a relatively larger percentage of full-time students who take courses for credit. All peer institutions fall into this category, as will be discussed in the following section, on transfer.

Faculty and Staff

Table 6.4.2 Faculty and Staff at DVC and Peer Colleges, 2000-01

Category	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State CC
Tenured/Tenure Track Faculty	26.15%	27.20%	28.06%	27.08%	27.97%	25.83%	20.68%
Academic Temporary Faculty	51.64%	44.19%	43.62%	70.78%	39.76%	50.93%	46.06%
Total Faculty	**77.79%**	**71.40%**	**71.68%**	**97.86%**	**67.73%**	**76.76%**	**66.75%**
Education Administration	2.53%	1.87%	1.93%	2.02%	2.61%	1.56%	2.31%
Classified Administration	1.50%	0.31%	0.88%	0.13%	0.00%	1.35%	1.73%
Total Administration	**4.03%**	**2.18%**	**2.81%**	**2.14%**	**2.61%**	**2.90%**	**4.05%**
Classified Professional	1.50%	0.55%	3.96%	0.00%	0.00%	0.73%	1.90%
Classified Support	16.68%	25.88%	21.55%	0.00%	29.65%	19.61%	27.30%
Total staff	**23.71%**	**28.92%**	**29.20%**	**2.27%**	**32.27%**	**24.59%**	**34.99%**
Total Personnel (Percentage)	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Personnel (Number)	**1,067**	**1,283**	**1,137**	**794**	**1,187**	**964**	**85,140**

Figure 6.4.9 Faculty and Staff at DVC and Peer Colleges, 2000-01



Comments: In fall 2002, DVC employed a total of 1,067 persons, including 830 faculty members, 43 administrators, and 194 staff persons. The percentage of faculty members employed at DVC (77.8%) exceeded that of the state's community colleges (66.8%) and other peer colleges (a range of 67.7% to 76.8%). Of the total faculty members employed at DVC, 279 persons or 26.2% were tenured or occupied tenure-track positions. This percentage was lower than that of other peer colleges except that of San Diego Mesa. The comparable percentage for the state's community colleges was 20.7%. In contrast, percentage of part-time temporary faculty members at DVC was higher than that of the state and that of peer colleges, except for Fresno City. Persons employed in administration at DVC (academic and classified) represented 4.0% of the total employees, compared to the same percentage at the state's community colleges, and a lower percentage (range of 2.1% to 2.9%) for peer colleges. In contrast, the percentage of classified staff at DVC (23.7%) was lower than that of the state's community colleges (35.0%) and other peer colleges (a range of 24.6% to 32.3%). In short, DVC should examine the employment patterns of its faculty and should attempt to reduce the percentage of part-time temporary personnel. In light of the state's budget difficulties, such reduction may be problematic in the near future. Yet there is a serious concern regarding the stability and continuity of programs when a significant portion of the faculty occupy temporary positions.

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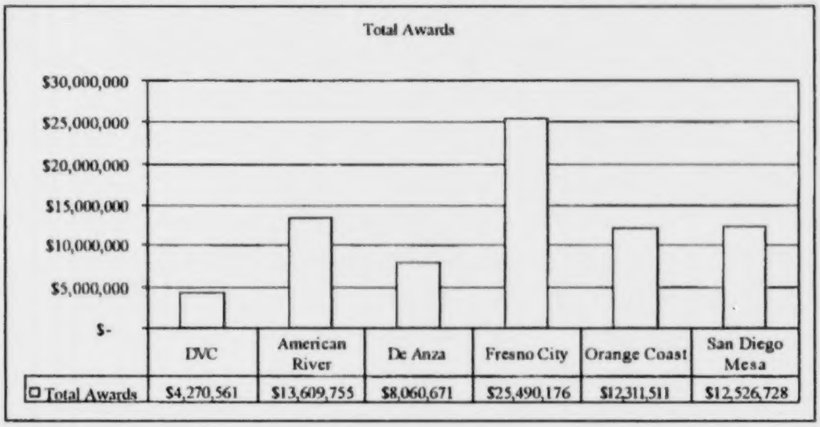
Financial Aid

Total Amount of Financial Aid

Figure 6.4.10 Amount of Financial Aid at DVC and Peer Colleges, 2001-02



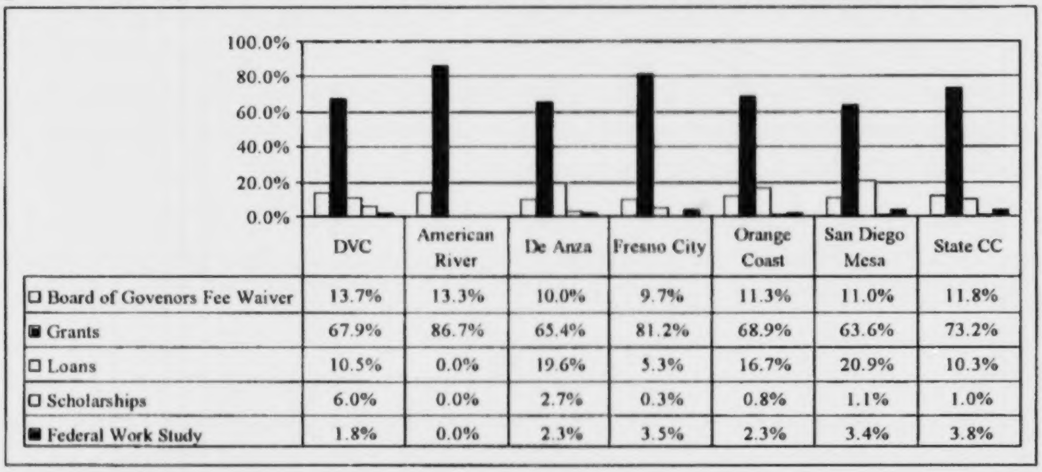
Comments: Students enrolled in California's community colleges received more than $783 million in fiscal year 2001-02, with more than $53 million allocated to the six peer colleges. Of that total, DVC students received a significantly lower amount of only $4.3 million, compared to other colleges. The amount of financial aid granted to students at peer colleges range from a low of $8 million at DeAnza to a high of $25 million at Fresno City. Apparently, the demographic mix and the socio-economic status of students and their families may have an impact on the amount of financial aid awarded by each college. Additional research may be needed to understand fully the underlying reasons for the relatively low amount of financial aid granted to students at DVC.

Type and Amount of Awards

Table 6.4.3 Type and Amount of Financial Aid at DVC and Peer Colleges, 2001-02

Financial Aid Type	DVC	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State CC
Board of Govenors Fee Waiver	$586,722	$1,816,230	$803,302	$2,470,914	$1,390,690	$1,382,803	$92,091,924
Grants	$2,900,402	$11,793,525	$5,269,129	$20,696,891	$8,484,691	$7,961,232	$573,185,421
Loans	$449,132	$0	$1,578,370	$1,351,816	$2,062,178	$2,612,321	$80,495,090
Scholarships	$255,891	$0	$221,510	$87,066	$93,847	$139,184	$7,886,768
Federal Work Study	$78,414	$0	$188,360	$883,489	$280,105	$431,188	$29,578,618
Total	**$4,270,561**	**$13,609,755**	**$8,060,671**	**$25,490,176**	**$12,311,511**	**$12,526,728**	**$783,237,821**

Figure 6.4.11 Type and Amount of Financial Aid at DVC and Peer Colleges, 2001-02



	DVC	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State CC
☐ Board of Govenors Fee Waiver	13.7%	13.3%	10.0%	9.7%	11.3%	11.0%	11.8%
■ Grants	67.9%	86.7%	65.4%	81.2%	68.9%	63.6%	73.2%
☐ Loans	10.5%	0.0%	19.6%	5.3%	16.7%	20.9%	10.3%
☐ Scholarships	6.0%	0.0%	2.7%	0.3%	0.8%	1.1%	1.0%
■ Federal Work Study	1.8%	0.0%	2.3%	3.5%	2.3%	3.4%	3.8%

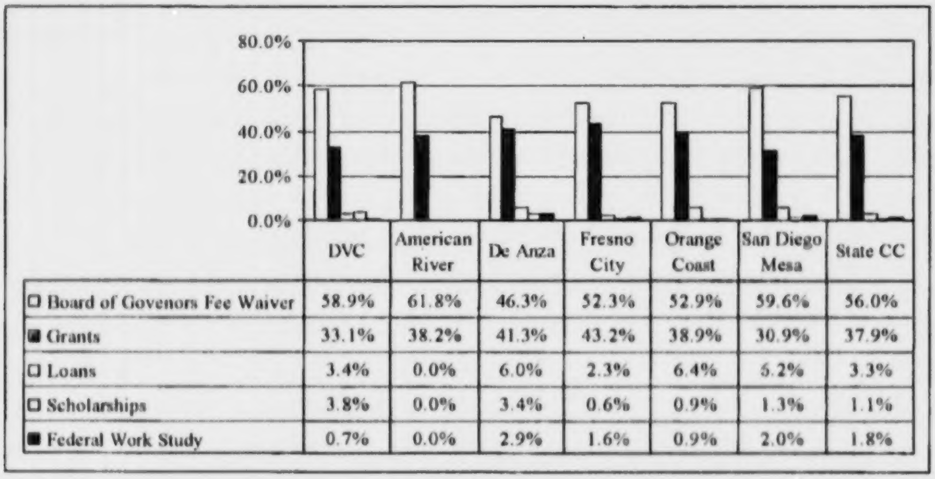
Comments: Of the five types of financial aid awards, the largest amount is allocated to federal grants. For the state's community colleges, more than $573 million, or 73.2% of the total amount of financial aid, fell into this category. Board of governors fee waivers accounted for $92 million, or 11.8%. Loans amounted to $80 million, or 10.3%. The remaining percentages were for federal work study (3.8%) and scholarships (1.0%). For peer colleges, federal grants range between 63.6% at San Diego Mesa and 81.2% at Fresno City (data for American River are incomplete). Fee waivers for peer colleges were comparable at approximately 10.0% to 11.0%. In contrast, there were significant variations among colleges with respect to loans, which accounted for only 5.3% of the total amount of awards at Fresno, compared to 20.9% at San Diego Mesa. DVC's breakdown was 67.9% for federal grants, 13.7% for waivers, 10.5% for loans, 6.0% for scholarships, and 1.8% for work study. The amount ($256,000) and the percentage (6.0%) of scholarship awards at DVC in 2001-02 were considerably higher than that for other peer institutions. Undoubtedly, the efforts of the financial aid and scholarship offices at DVC in raising scholarship funds are commendable. However, more work needs to be done to improve the amount of financial aid in all other categories.

Count of Financial Aid Awards

Table 6.4.4 Count of Financial Aid Awards at DVC and Peer Colleges, 2001-02

Financial Aid Type	DVC	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State CC
Board of Govenors Fee Waiver	3,125	10,750	4,524	14,836	6,999	9,616	546,442
Grants	1,756	6,632	4,039	12,241	5,152	4990	369,447
Loans	179	0	590	650	847	1,001	32,587
Scholarships	203	0	334	183	120	209	10,263
Federal Work Study	39	0	286	449	115	324	17,203
Total	**5,302**	**17,382**	**9,773**	**28,359**	**13,233**	**16,140**	**975,942**

Figure 6.4.12 Count of Financial Aid at DVC and Peer Colleges, 2001-02



	DVC	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State CC
☐ Board of Govenors Fee Waiver	58.9%	61.8%	46.3%	52.3%	52.9%	59.6%	56.0%
■ Grants	33.1%	38.2%	41.3%	43.2%	38.9%	30.9%	37.9%
☐ Loans	3.4%	0.0%	6.0%	2.3%	6.4%	5.2%	3.3%
☐ Scholarships	3.8%	0.0%	3.4%	0.6%	0.9%	1.3%	1.1%
■ Federal Work Study	0.7%	0.0%	2.9%	1.6%	0.9%	2.0%	1.8%

Comments: In 2001-02, almost 976,000 financial aid awards were granted to students at California's community colleges, compared to more than 90,000 awards for peer colleges, and 5,300 awards at DVC. The college had the smallest number of awards among peer institutions. In terms of the range of the number of awards among peer colleges, there were twice as many awards at De Anza and five times as many at Fresno, compared to that of DVC. Recipients of the board of governors fee waiver accounted for 56.0% of the number of award recipients in the state, while federal grant recipients constituted 37.9% of the total. The remaining numbers represented loans, scholarships, and federal work study. The comparable percentages for DVC were 58.9% for waiver and 33.1% for grants. Once again, the socio-economic status of students and their families have an impact on the number and amount of financial aid awards.

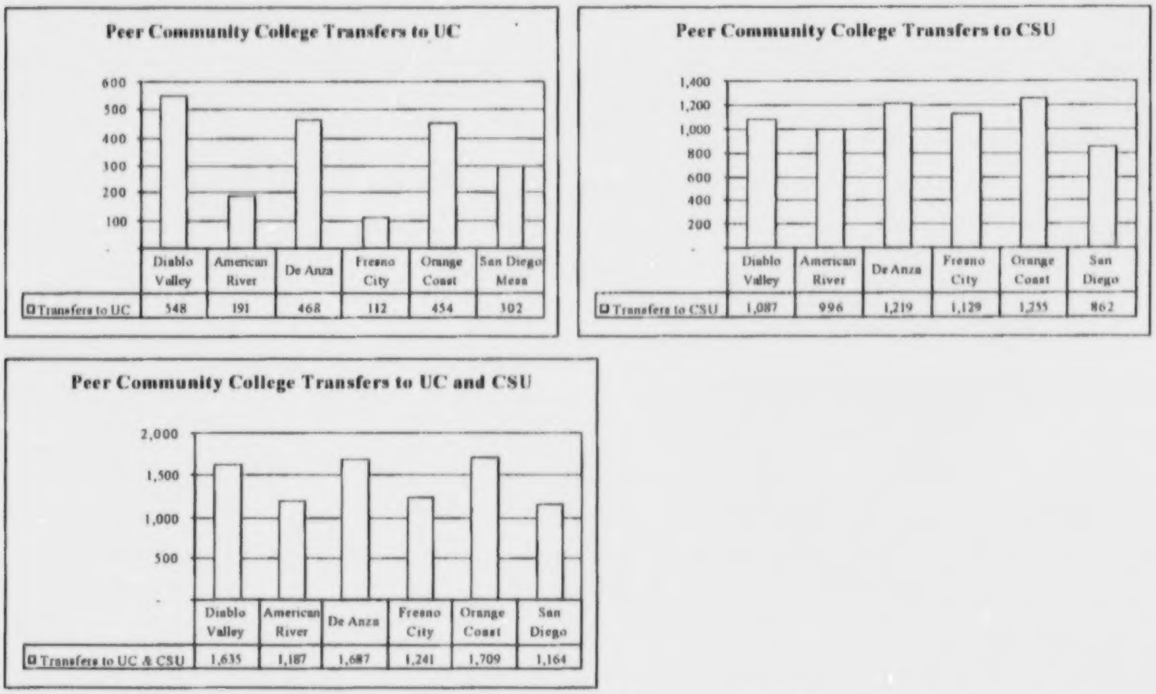
Transfer to Four-Year Institutions

Transfer to UC and CSU

Table 6.4.5 Transfer to UC and CSU by Peer Colleges, 2001-02

Category	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	Peer Total	Statewide Total
University of California	548	191	468	112	454	302	2,075	12,291
State Rank for UC	2	18	4	39	5	7		
California State University	1,087	996	1,219	1,129	1,255	862	6,548	50,473
State Rank for CSU	8	11	3	7	1	15		
Transfers to UC and CSU	1,635	1,187	1,687	1,241	1,709	1,164	8,623	62,764
Statewide Rank for Total	4	11	3	10	2	12		

Figure 6.4.13 Transfer to UC and CSU by Peer Colleges, 2001-02



Comments: In 2001-02, the state's community colleges transferred a total of 62,764 students to four-year public institutions in California. Of that number, approximately 20% transferred to UC and 80% transferred to CSU. Peer community colleges, on the other hand, transferred a total of 8,623 students, with approximately 24% to UC and 76% to CSU. In contrast, the total number of transfers for DVC was 1, 635 students, of which 34% transferred to UC, and 66% to CSU. DVC ranked second among community colleges in the state and first among its peers in terms of transfer to UC in 2001-02. Regarding the transfer to CSU, the college ranked eighth in the state and fourth among its peers. While DVC has consistently maintained its position regarding the transfer to UC, its share of the transfer to CSU represents a challenge for the Transfer Center. Future efforts may be directed toward enlarging the pool of transfer students to various CSU campuses.

Transfers by the Top Ten Colleges

Data in this section include the number of transfer students by the top ten community colleges in California to the University of California and California State University for a period of five years, 1997-98 to 2001-02. Three tables are presented in the section; the first table indicates transfers to UC, the second transfers to CSU, and the third transfers to both systems.

Table 6.4.6a Top Ten California Community College Transfers to UC, 1996-97 to 2001-02

State Rank	1997-98 College	1997-98 No. of Transfers	1998-99 College	1998-99 No. of Transfers	1999-00 College	1999-00 No. of Transfers	2000-01 College	2000-01 No. of Transfers	2001-02 College	2001-02 No. of Transfers
1	Santa Monica	680	Santa Monica	832	Santa Monica	737	Santa Monica	709	Santa Monica	938
2	Diablo Valley	435	Santa Barbara	542	Santa Barbara	547	Diablo Valley	547	Diablo Valley	548
3	Santa Barbara	421	Diablo Valley	470	Diablo Valley	489	Santa Barbara	524	Santa Barbara	509
4	De Anza	394	De Anza	396	De Anza	436	DeAnza	461	De Anza	468
5	Orange Coast	383	Orange Coast	351	Orange Coast	339	Orange Coast	411	Orange Coast	454
6	San Diego Mesa	357	San Diego Mesa	269	Pasadena City	325	Pasadena City	351	Pasadena City	425
7	Cabrillo	286	Pasadena City	253	San Diego Mesa	320	San Diego Mesa	300	San Diego Mesa	302
8	Pasadena City	241	City College of S.F	246	City College of S.F	279	Riverside	269	El Camino	282
9	City College of S.F.	241	Riverside	244	Cabrillo	241	City College of S.F.	264	Mt. San Antonio	279
10	El Camino	224	Cabrillo	241	Moorpark	240	Cabrillo	256	Riverside	279
Total		**3,438**		**3,603**		**3,713**		**3,836**		**4,205**
Total for All		**10,210**		**10,161**		**10,827**		**11,215**		**12,291**
% of Total		**33.67%**		**35.46%**		**34.29%**		**34.20%**		**34.21%**
% Change to Base Year				**-0.48%**		**6.04%**		**9.84%**		**20.38%**

Source: System Performance on PFE Goals, April 2003

Comments: In 2001-02, the top ten community colleges transferred a total of 4,205 students to UC, compared to 3,438 students in 1997-98. This change represents an increase of 767 students or 22.3% in five years. Total transfers by the top ten institutions represent more than one-third (34.2%) of the total transfers to UC by all community colleges in California in 2001-02. Santa Monica occupied the top position consistently in the past five years. DVC occupied the second position in three of the past five years, and the third position in the remaining two years.

Table 6.4.6b Top Ten California Community College Transfers to CSU, 1996-97 to 2001-02

State Rank	1997-98 College	1997-98 No. of Transfers	1998-99 College	1998-99 No. of Transfers	1999-00 College	1999-00 No. of Transfers	2000-01 College	2000-01 No. of Transfers	2001-02 College	2001-02 No. of Transfers
1	Fresno City	1,158	De Anza	1,167	De Anza	1,173	Orange Coast	1,187	Orange Coast	1,255
2	De Anza	1,122	Orange Coast	1,104	Orange Coast	1,142	DeAnza	1,142	City College of S.F	1,248
3	Orange Coast	1,031	Fullerton	1,084	Fullerton	1,100	Mt. San Antonio	1,118	De Anza	1,219
4	Diablo Valley	1,027	City College of S.F	1,056	City College of S.F.	1,096	City College of S.F.	1,090	Pasadena City	1,188
5	Pasadena City	1,013	Diablo Valley	1,033	Diablo Valley	1,078	Diablo Valley	1,057	Mt. San Antonio	1,171
6	City College of S.F.	996	Fresno City	1,022	Mt. San Antonio	1,076	Fullerton	1,057	Fullerton	1,138
7	American River	991	Mt. San Antonio	1,014	Fresno City	1,076	American River	1,034	Fresno City	1,129
8	Mt. San Antonio	987	Pasadena City	951	Pasadena City	1,019	Fresno City	1,015	Diablo Valley	1,087
9	Fullerton	962	American River	949	American River	976	Pasadena Area	992	Santa Monica	1,006
10	Palomar	920	Palomar	873	Santa Monica	965	Grossmont	915	El Camino	999
Total		**10,207**		**10,253**		**10,701**		**10,607**		**11,440**
Total for All		**45,546**		**44,989**		**47,706**		**47,900**		**50,473**
% of Total		**22.41%**		**22.79%**		**22.43%**		**22.14%**		**22.67%**
% Change to Base Year				**-1.22%**		**4.74%**		**5.17%**		**10.82%**

Source: System Performance on PFE Goals, April 2003

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Comments: (Table 6.4.6b) In 2001-02, the top ten community colleges transferred a total of 11,440 students to CSU, compared to 10,207 students in 1997-98. This change represents an increase of 1,233 students or 12.1% in five years. Total transfers by the top ten institutions represent more than one-fifth (22.7%) of the total transfers to CSU by all community colleges in California in 2001-02. The top position was occupied by Fresno City in 1997-98, DeAnza in 1998-99 and in 1999-00, and by Orange Coast in 2000-01 and 2001-02. DVC's position declined during the five years despite the modest increase in the number of transfers to CSU. The college occupied the eighth position in 2001-02, compared to the fourth position in 1997-98. Apparently, DVC's percentage of increase in the number of transfers to CSU (5.8%) fell below the overall increase to CSU by all community colleges (10.8%).

Table 6.4.6c Top Ten California Community College Total Transfers to UC and CSU, 1996-97 to 2001-02

State Rank	1997-98 College	1997-98 No. of Transfers	1998-99 College	1998-99 No. of Transfers	1999-00 College	1999-00 No. of Transfers	2000-01 College	2000-01 No. of Transfers	2001-02 College	2001-02 No. of Transfers
1	De Anza	1,516	De Anza	1,563	Santa Monica	1,702	Santa Monica	1,620	Santa Monica	1,944
2	Diablo Valley	1,462	Diablo Valley	1,503	De Anza	1,609	Diablo Valley	1,604	Orange Coast	1,709
3	Orange Coast	1,414	Orange Coast	1,455	Diablo Valley	1,567	DeAnza	1,603	De Anza	1,687
4	Santa Monica	1,409	Santa Monica	1,434	Orange Coast	1,481	Orange Coast	1,598	Diablo Valley	1,635
5	Pasadena City	1,254	City College of S.F	1,302	City College of S.F.	1,375	City College of S.F	1,354	Pasadena City	1,613
6	City College of S.F.	1,237	Mt. San Antonio	1,228	Pasadena City	1,344	Mt. San Antonio	1,353	City College of S.F	1,503
7	Fresno City	1,224	Pasadena City	1,204	Mt. San Antonio	1,312	Pasadena Area	1,343	Mt. San Antonio	1,450
8	Mt. San Antonio	1,201	Fullerton	1,201	Fullerton	1,226	American River	1,215	Fullerton	1,296
9	American River	1,183	American River	1,119	American River	1,195	Fullerton	1,197	El Camino	1,281
10	San Diego Mesa	1,167	Fresno City	1,100	Fresno City	1,158	San Diego Mesa	1,166	Fresno City	1,241
Total		13,067		13,109		13,969		14,053		15,359
Total for All		55,756		55,150		58,533		59,115		62,764
% of Total		23.44%		23.77%		23.87%		23.77%		24.47%
% Change to Base Year				-1.09%		4.98%		6.02%		12.57%

Source: System Performance on PFE Goals, April 2003

Comments: In 2001-02, the top ten community colleges transferred a total of 15,359 students to UC and CSU, compared to 13,067 students in 1997-98. This change represents a modest growth of 17.5% in five years. The top ten colleges account for approximately one-fourth (24.5%) of the total transfers to UC and CSU. The top position was occupied by DeAnza for two years (1997-98 and 1998-99) and by Santa Monica for three years (1999-00 to 2001-02. DVC occupied the second position in three years (1997-98, 1998-99, and 2000-01), the third position in one year (1999-00), and the fourth position in the last year (2001-02). Apparently, DVC's percentage of increase in total transfers (11.8%) fell slightly below that of all community colleges in the state (12.6%).

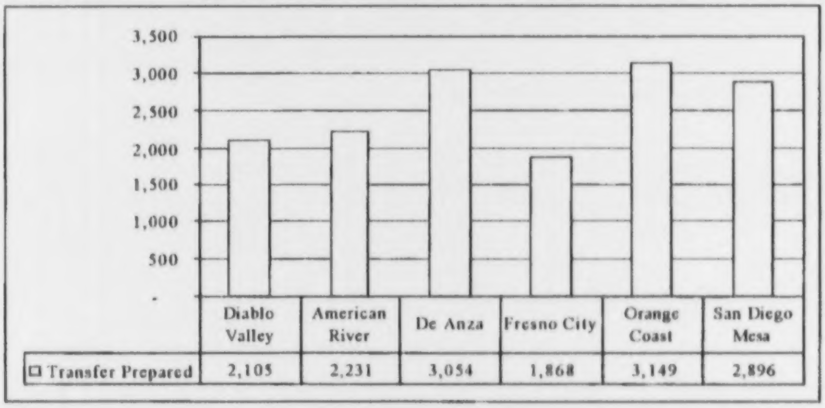
Transfer-Prepared Students*

Table 6.4.7 Transfer-Prepared for DVC and Peer Colleges, 2001-02

Category	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	Peer Total	Statewide Total
Total Credit Students	37,846	50,627	44,890	33,014	38,113	36,914	241,404	2,475,188
Total Transfer Directed	2,402	2,609	3,349	1,771	3,295	3,148	16,574	123,882
Directed Rate	6.35%	5.15%	7.46%	5.36%	8.65%	8.53%	6.87%	5.00%
Model Transfer Ready	743	1,048	1,356	760	1,547	1,386	6,840	51,310
Model Ready Rate	30.93%	40.17%	40.49%	42.91%	46.95%	44.03%	41.27%	41.42%
Transfer Prepared	2,105	2,231	3,054	1,868	3,149	2,896	15,303	117,739
State Rank	9	8	3	18	1	4		

Source: System Performance on PFE Goals, April 2003

Figure 6.4.14 Transfer-Prepared for DVC and Peer Colleges, 2001-02



Comments: In 2000-01, DVC had 2,105 transfer-prepared students, a relatively low number compared to other peer colleges. The college occupied the 9th place among the state's community colleges, compared to higher rankings for Orange Coast, De Anza, San Diego Mesa, and American River. There is no doubt that the number of transfer-prepared students impacts the total number of actual transfers to four-year institutions. For DVC to maintain its market share and enhance its status as a premier transfer institution, the college must intensify its efforts to increase the number of transfer-prepared students. Student counseling and academic advising are important in reaching this goal.

*The following definitions apply to the data presented in Table 6.4.7.

Total Credit Students: Count of all the students who had a Headcount Status (STD7) of A, B, C, D, or F at sometime during the respective academic year.
Total Transfer Directed: Students who enrolled in and earned a grade of "A", "B", "C", or "CR" in a transferable mathematics course **and** a transferable English course sometime between the summer term of the first of six years and the spring term of the last of six years.
Directed Rate: Total Transfer Directed divided by Total Credit Students.
Model Transfer Ready: Students who were Transfer Directed and had earned 56+ transferable units with a minimum 2.00 G.P.A. as of the Spring term of the respective year.
Model Ready Rate: Model Transfer Ready divided by Total Transfer Directed.
Total Transfer Prepared: All students who had earned 56+ transferable units with a minimum G.P.A. of 2.00 as of the spring term of the respective report year.

Work done at all schools attended by a student was taken into consideration if an identification number was reported for the student. If a student was counted as being either Transfer Directed or Transfer Ready in a prior year, they are not counted in the year of the report. Only those students who attain a particular status in the current year are counted.

Transfer Rate by Peer Colleges

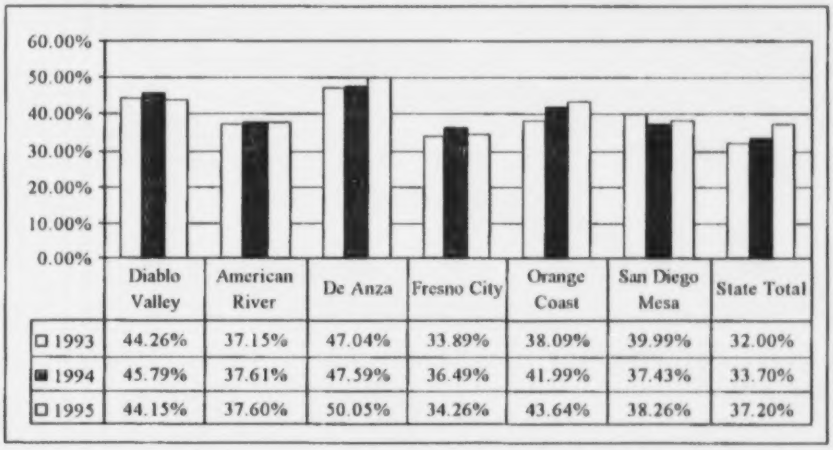
The transfer rate includes only students who had intent to transfer. Students with an "intent to transfer" are those who began their collegiate courses as first-time students in a fall term and who within a period of six years attempted transfer-level math or English (regardless of the outcome), and who completed at least 12 units in the community college system. The data for the 1995 cohort were collected up to 2001.

Table 6.4.8 Transfer Rates for Peer Community Colleges, 1993 to 1995 Cohorts

Year	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State Total
1993 Cohort							
Transfer Rate	44.3%	37.2%	47.0%	33.9%	38.1%	40.0%	32.0%
State Rank	4	30	3	36	22	19	
1994 Cohort							
Transfer Rate	45.8%	37.6%	47.6%	36.5%	42.0%	37.4%	33.7%
State Rank	5	30	2	36	17	31	
1995 Cohort							
Transfer Rate	44.2%	37.6%	50.1%	34.3%	43.6%	38.3%	37.2%
State Rank	10	29	1	44	12	26	

Source: System Performance on PFE Goals, April 2003

Figure 6.4.15 Transfer Rates for Peer Community Colleges, 1993 to 1995 Cohorts



	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	State Total
□ 1993	44.26%	37.15%	47.04%	33.89%	38.09%	39.99%	32.00%
■ 1994	45.79%	37.61%	47.59%	36.49%	41.99%	37.43%	33.70%
□ 1995	44.15%	37.60%	50.05%	34.26%	43.64%	38.26%	37.20%

Comments (Table 6.4.8): DVC's transfer rate declined slightly from 44.3% for the 1993 cohort to 44.2% for the 1995 cohort. In the meantime, the transfer rate for all community colleges in the state increased from 32.0% for the 1993 cohort to 37.2% for the 1995 cohort. As a result, DVC's ranking in the state dropped from fourth place to tenth place during this period. The college needs to examine the components of the transfer rate more closely and take actions for future improvement.

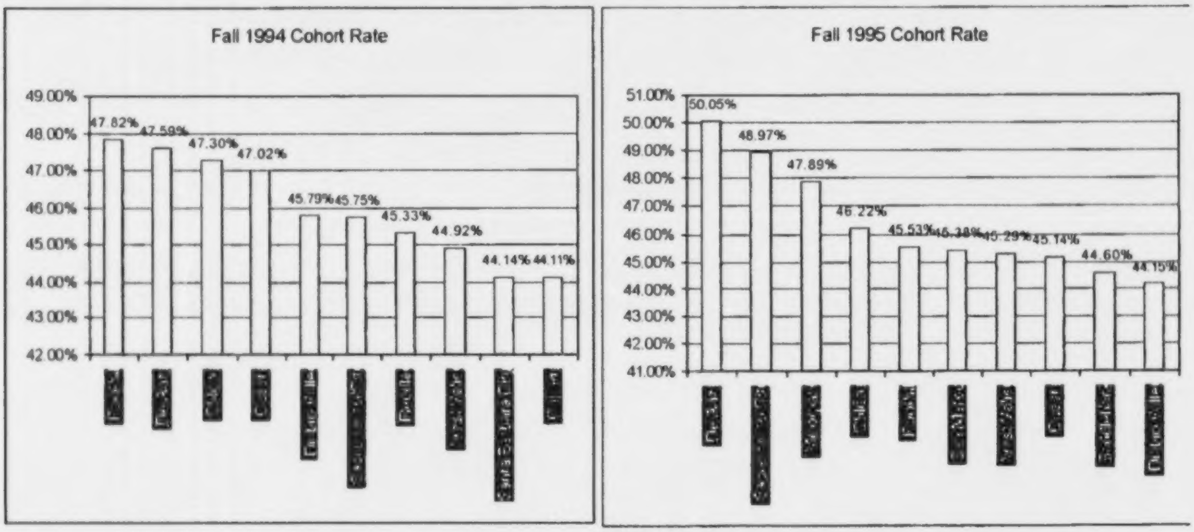
Transfer Rates for the Top Ten Colleges

Table 6.4.9 Transfer Rates for the Top Ten Colleges, 1993 to 1995 Cohorts

Rank	Fall 1993 Cohort		Fall 1994 Cohort		Fall 1995 Cohort	
	College	Rate	College	Rate	College	Rate
1	Cuesta	48.43%	Foothill	47.82%	De Anza	50.05%
2	Moorpark	47.14%	De Anza	47.59%	Sacramento City	48.97%
3	De Anza	47.04%	Ohlone	47.30%	Moorpark	47.89%
4	Diablo Valley	46.26%	Cuesta	47.02%	Ohlone	46.22%
5	Canyons	45.74%	Diablo Valley	45.79%	Foothill	45.53%
6	San Mateo	44.33%	Sacramento City	45.75%	San Mateo	45.38%
7	Foothill	43.89%	Reedley	45.33%	West Valley	45.29%
8	San Francisco City	42.87%	West Valley	44.92%	Cuesta	45.14%
9	West Valley	42.53%	Santa Barbara City	44.14%	Saddleback	44.60%
10	Ohlone	41.78%	Canada	44.11%	Diablo Valley	44.15%

Source: System Performance on PFE Goals, April 2003

Figure 6.4.16 Transfer Rates for the Top Ten Colleges, 1993 to 1995 Cohorts



Comments (Table 6.4.9): All top ten institutions have transfer rates that fall between 44.2% and 50.1% for the 1995 cohort. Colleges with the highest rates of transfer in the state include Cuesta (48.4%) for the 1993 cohort, Foothill (47.8%) for the 1994 cohort, and DeAnza (50.1%) for the 1995 cohort. As pointed out earlier, DVC's rank among the state's community colleges declined steadily between the 1993 and 1995 cohorts. Intensive efforts must be made to maintain the college's standing in the state and among its peers.

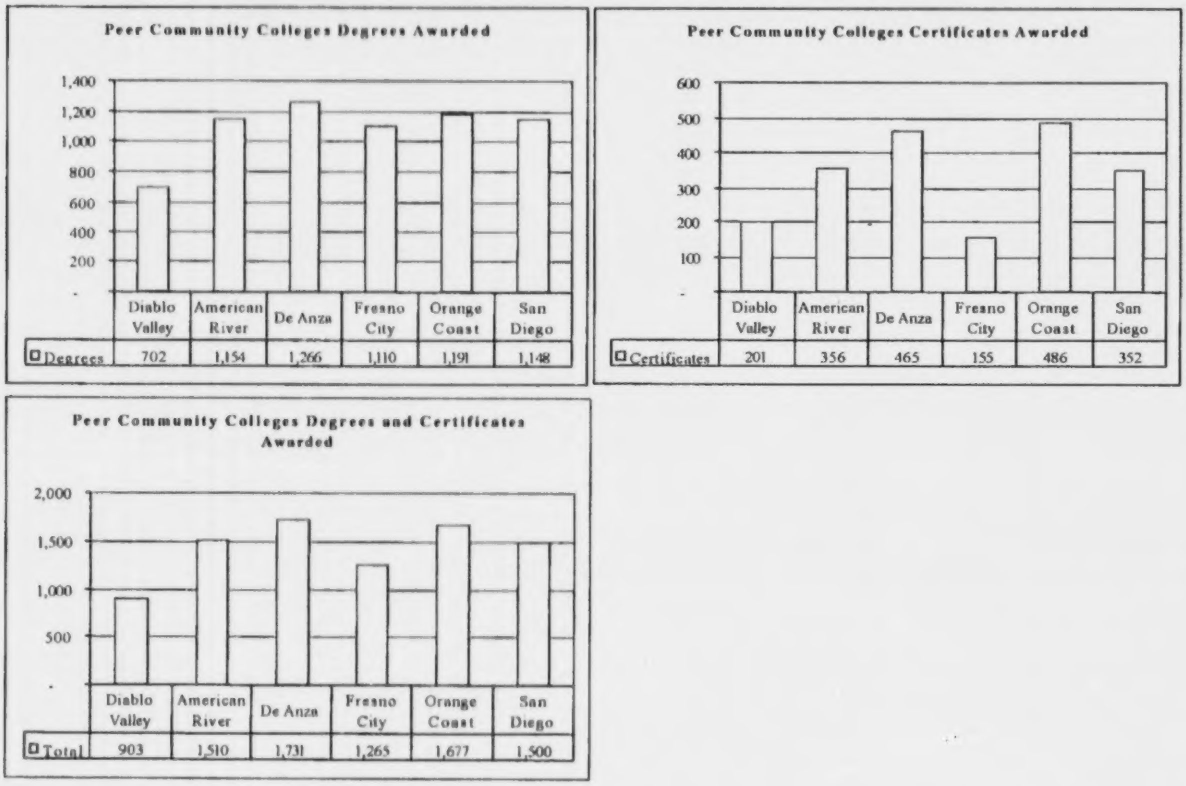
Degrees and Certificates Awarded

Table 6.4.10 Degrees and Certificates Awarded by DVC and Peer Colleges, 2001-02

Category	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	Peer Total
Degrees	702	1,154	1,266	1,110	1,191	1,148	6,571
Certificates	201	356	465	155	486	352	2,015
Total	**903**	**1,510**	**1,731**	**1,265**	**1,677**	**1,500**	**8,586**

Source: System Performance on PFE Goals, April 2003

Figure 6.4.17 Degrees and Certificates Awarded by DVC and Peer Colleges, 2001-02



Comments: In 2001-02 the state awarded a total of 93,478 degrees and certificates, which consisted of 69,805 degrees (74.7%) and 23,673 certificates (25.3%). Peer community colleges awarded 6,571 degrees (76.5%) and 2,015 certificates (23.5%). DVC, on the other hand, awarded 702 degrees (77.7%) and 201 certificates (22.3%). Among its peers, DVC ranked last in terms of number of degrees and number of total awards, and second to last in terms of certificates. Although DVC has one of the highest transfer rates (see section 6.2.6), the college lags behind their peer colleges in terms of degrees awarded, indicating that many students transfer without a degree. DVC may want to use the Datatel Degree Audit module to target outreach services to students ready to transfer. Additionally, the low number of certificates awarded supports earlier findings (see enrollment by age, section III) that students are not enrolling in occupational programs. To increase its certificates awarded, DVC may want to expand and improve upon its current offerings, working closely with the community and business partners, combined with focused efforts on attracting returning students. As of the fall term of 2002, the inventory of degrees and certificates consisted of the following: one Associate of Arts (AA) degree in liberal studies; two Associate of Science (AS) degrees in computer science and computer technical support; forty-three Certificates of Achievement (CA) that require 18 or more units each; and seven Certificates of Completion (CC) that require 17 or less units each. The two AS degrees were added to the inventory of degrees and certificates in the fall of 2002.

Top Ten Colleges Awarding Degrees and Certificates

Data in this section include three pieces of information for the top ten community colleges: number of associate degrees awarded, number of certificates awarded, and total awards. These data are presented in the following tables for a period of five years, 1997-98 to 2001-02.

Table 6.4.11a Top Ten Community Colleges Awarding Degrees, 1997-98 to 2001-02

	1997-98		1998-99		1999-00		2000-01		2001-02	
Rank	College	No. of Degrees	College	No. of Degrees	College	No. of Degrees	College	No. of Degrees	College	No. of Degrees
1	Santa Rosa, Jr.	1,719	Santa Rosa, Jr.	1,974	Santa Rosa, Jr.	1,809	Pasadena Area	1,768	San Joaquin Delta	2,342
2	Rancho Santiago	1,501	Santa Ana	1,499	Sierra	1,478	Santa Rosa, Jr.	1,767	Sierra	1,788
3	De Anza	1,398	De Anza	1,314	Pasadena Area	1,427	Santa Monica	1,681	Santa Rosa Jr.	1,740
4	Pasadena Area	1,144	El Camino	1,171	Santa Ana	1,324	Sierra	1,533	Riverside	1,651
5	Fresno City	1,137	Moorpark	1,146	Santa Monica	1,276	Riverside	1,269	Pasadena City	1,607
6	Orange Coast	1,123	Palomar	1,143	Riverside	1,269	Santa Ana	1,187	Mt. San Antonio	1,327
7	Riverside	1,107	Riverside	1,128	Orange Coast	1,147	El Camino	1,172	De Anza	1,266
8	Palomar	1,087	Pasadena Area	1,121	American River	1,138	De Anza	1,163	Modesto Jr.	1,265
9	El Camino	1,074	Orange Coast	1,113	De Anza	1,129	Mt. San Antonio	1,112	Orange Coast	1,191
10	Mt. San Antonio	1,059	Sierra	1,113	Mt. San Antonio	1,114	Fresno City	1,111	Cerritos	1,155
	Diablo Valley (Rank 24)	845	Diablo Valley (Rank 24)	827	Diablo Valley (Rank 44)	649	Diablo Valley (Rank 46)	664	Diablo Valley (Rank 43)	702
	Total for Top 10	12,349	Total for Top 10	12,722	Total for Top 10	13,111	Total for Top 10	13,763	Total for Top 10	15,332
	Total for All	60,522	Total for All	63,492	Total for All	64,845	Total for All	66,220	Total for All	69,805

Comments: The top ten colleges awarded 15,332 associate degrees in 2001-02, compared to 12,349 in 1997-98. This change represents an increase of 2,983 degrees or 24.2% above the base year. Degrees awarded by the top ten colleges represent more than one-fifth (22.0%) of the total degrees awarded by the state's community colleges in 2001-02. Santa Rosa was the top college awarding the largest number of degrees for three of the past five years (1997-98 to 1999-00). However, Pasadena and San Joaquin Delta occupied the top position in 2000-01 and 2001-02, respectively. DVC's position declined sharply from 24th in 1997-98 to 43rd in 2001-02 out of the 108 community colleges in California. DVC's decline in rank in the past five years is due to two factors: a relatively smaller number of degrees awarded by the college and a relatively larger number of degrees awarded by other colleges in the state. This is an area where the college needs to show some improvement in future years.

Table 6.4.11b Top Ten Community Colleges Awarding Certificates, 1997-98 to 2001-02

	1997-98		1998-99		1999-00		2000-01		2001-02	
Rank	College	No. of Certs.	College	No. of Certs.	College	No. of Certs.	College	No. of Certs.	College	No. of Certs.
1	Fresno City	693	San Francisco C.C.	676	Southwestern	1,526	Southwestern	1,094	Southwestern	1,254
2	Los Angeles Trade-Tech	676	Los Angeles Trade-Tech	673	San Francisco C.C.	857	San Francisco C.C.	918	Riverside	963
3	Victor Valley	644	Allan Hancock	647	American River	723	Los Medanos	825	San Francisco C.C.	838
4	Orange Coast	596	Santa Rosa, Jr.	622	Yuba	688	Riverside	657	Pasadena City	697
5	Santa Rosa, Jr.	567	Long Beach	589	Los Angeles City	610	San Diego City	648	San Diego City	582
6	Long Beach	549	De Anza	588	Orange Coast	586	Pasadena Area	640	LA Trade-Tech	573
7	De Anza	533	Orange Coast	581	Pasadena Area	524	Los Angeles Trade-Tec	626	Chaffey	553
8	Allan Hancock	509	San Joaquin Delta	553	Palomar	523	Los Angeles City	615	Cosumnes	531
9	Butte	496	Victor Valley	540	Los Angeles Trade-Tech	516	Palomar	586	LA City	503
10	Yuba	493	Los Angeles City	524	Foothill	504	Chaffey	557	Long Beach	498
	Diablo Valley (Rank 46)	217	Diablo Valley (Rank 43)	255	Diablo Valley (Rank 39)	237	Diablo Valley (Rank 58)	154	Diablo Valley (Rank 48)	201
	Total for Top 10	5,756	Total for Top 10	5,993	Total for Top 10	7,057	Total for Top 10	7,166	Total for Top 10	6,992
	Total for All	23,627	Total for All	25,486	Total for All	24,753	Total for All	24,773	Total for All	23,673

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Comments: The top ten colleges awarded 6,992 certificates in 2001-02, compared to 5,756 in 1997-98. This change represents an increase of 1,236 awards, or 21.5% above the base year. Certificates awarded by the top ten colleges represent 29.6% of the total certificates awarded by all community colleges in 2001-02. Total certificates awarded by the state remained almost the same for 1997-98 and 2001-02. Southwestern awarded the largest number of certificates in three of the past five years (1999-00 to 2001-02). Fresno City and San Francisco CC were the top colleges in 1997-98 and 1998-99, respectively. DVC occupied the 41st position in 2001-02, compared to the 46th position in 1997-98. The relatively low rank for DVC reflects the college's de-emphasis of the vocational programs.

Table 6.4.11c Top Ten Community Colleges Awarding Total Degrees and Certificates, 1997-98 to 2001-02

	1997-98		1998-99		1999-00		2000-01		2001-02	
Rank	College	Total	College	Total	College	Total	College	Total	College	Total
1	Santa Rosa, Jr.	2,286	Santa Rosa, Jr.	2,596	Southwestern	2,491	Pasadena Area	2,408	San Joaquin Delta	2,758
2	De Anza	1,931	De Anza	1,902	Santa Rosa, Jr.	2,233	Santa Rosa, Jr.	2,205	Riverside	2,614
3	Rancho Santiago	1,898	Santa Ana	1,883	Pasadena Area	1,951	Southwestern	2,052	Pasadena City	2,304
4	Fresno City	1,830	San Francisco C.C.	1,729	American River	1,861	Riverside	1,926	Southwestern	2,216
5	Orange Coast	1,719	Orange Coast	1,694	San Francisco C.C.	1,851	Santa Monica	1,878	Santa Rosa Jr.	2,180
6	Pasadena Area	1,587	San Joaquin Delta	1,657	Riverside	1,768	San Francisco C.C.	1,857	Sierra	1,940
7	Palomar	1,488	Palomar	1,575	Orange Coast	1,733	Sierra	1,722	San Francisco C.C.	1,881
8	Riverside	1,463	Pasadena Area	1,555	Santa Ana	1,640	Palomar	1,656	Mt. San Antonio	1,797
9	Chaffey	1,431	Fresno City	1,495	Palomar	1,628	American River	1,640	De Anza	1,731
10	American River	1,420	Chaffey	1,458	Sierra	1,622	De Anza	1,557	Orange Coast	1,677
	Diablo Valley (Rank 30)	1,062	Diablo Valley (Rank 36)	1,082	Diablo Valley (Rank 46)	886	Diablo Valley (Rank 51)	818	Diablo Valley (Rank 45)	903
	Total for Top 10	17,053	Total for Top 10	17,544	Total for Top 10	18,778	Total for Top 10	18,901	Total for Top 10	21,098
	Total for All	84,179	Total for All	88,978	Total for All	89,598	Total for All	90,994	Total for All	93,478

Source: System Performance on PFE Goals, April 2003

Comments: The top ten colleges awarded a combined total of 21,098 degrees and certificates in 2001-02, compared to 17,053 in 1997-98. This change represents an increase of 4,045 awards or 23.7% above the base year. Degrees and certificates awarded by the top ten colleges account for 22.6% of the degrees and certificates awarded by all the state's community colleges in 2001-02. Santa Rosa, Southwest, Pasadena, and San Joaquin Delta occupied the top position, respectively, in the past five years. DVC's rank declined from 30th in 1997-98 to 45th in 2001-02. Once again, DVC needs to improve its rank among the state's community colleges.

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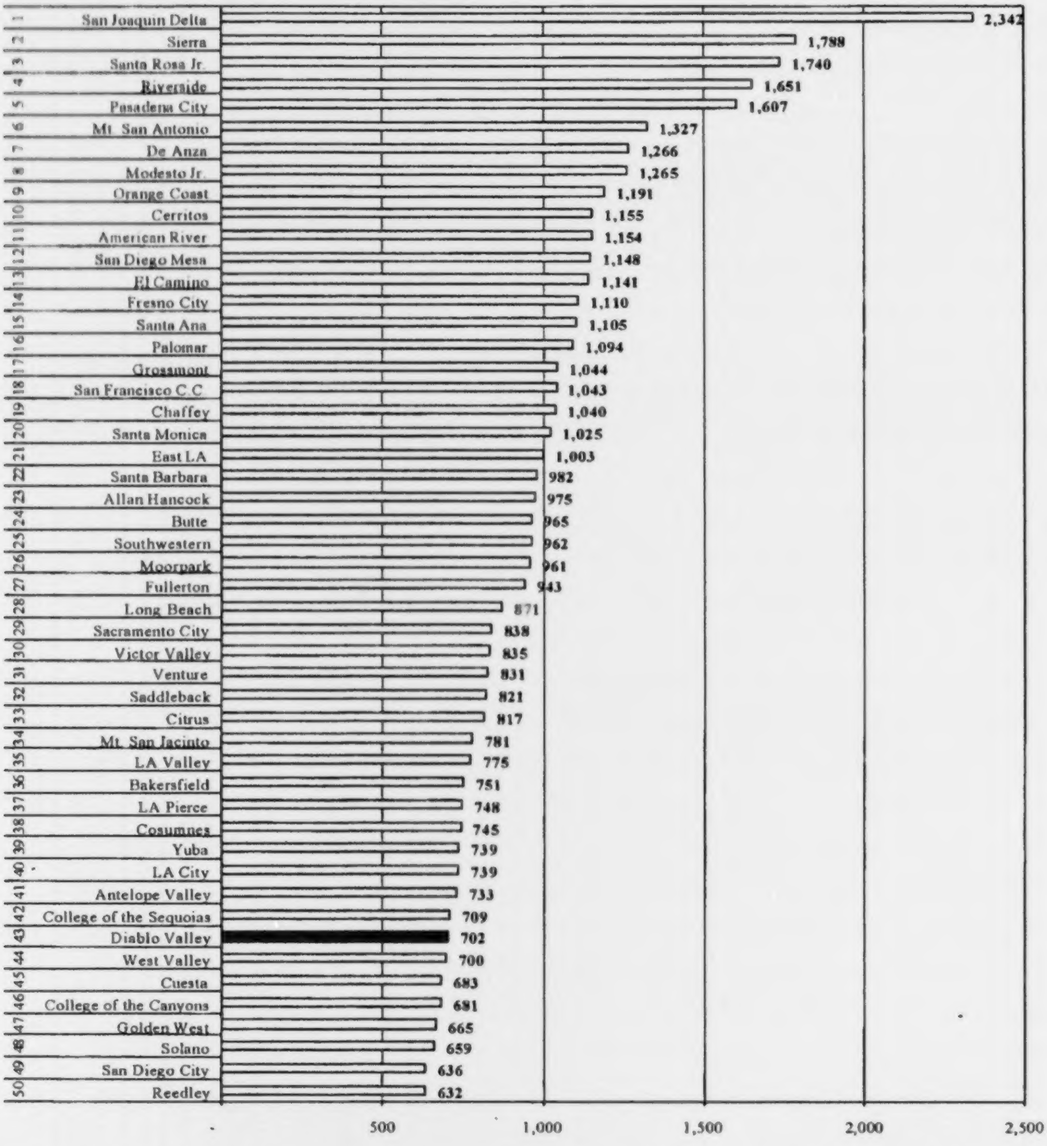
Figure 6.4.18 Top 50 Community Colleges Awarding Degrees, 2001-02



Comments: DVC ranked 43rd among all community colleges in California with respect to the number of associate degrees awarded in 2001-02, compared to the 24th position in 1997-98. The top-ranking college (San Joaquin Delta) granted 2,342 associate degrees in 2001-02, compared to 702 for DVC. All five other peer colleges ranked above DVC. Their ranks fell between 7th for DeAnza and 14th for Fresno.

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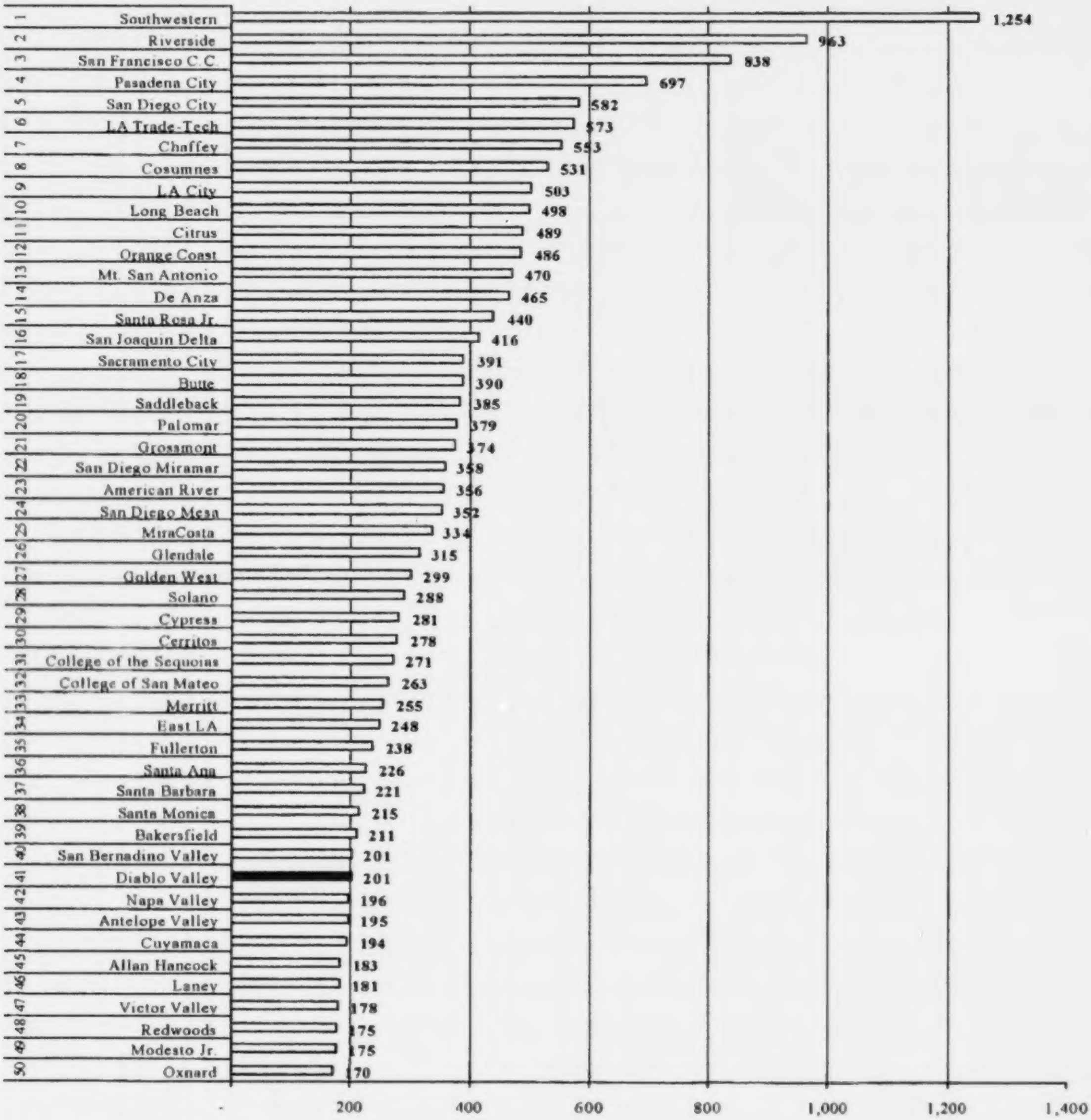
Figure 6.4.19 Top 50 Community Colleges Awarding Certificates, 2001-02



Comments: DVC ranked 41st among all community colleges in the state with respect to the number of certificates awarded in 2001-02, compared to the 46th position in 1997-98. The top-ranking college (Southwestern) awarded 1,254 certificates in 2001-02, compared to 201 for DVC. Four of the five other peer colleges ranked above DVC. Their ranks fell between 12th place for Orange Coast and 24th place for San Diego Mesa. Only Fresno City ranked below DVC.

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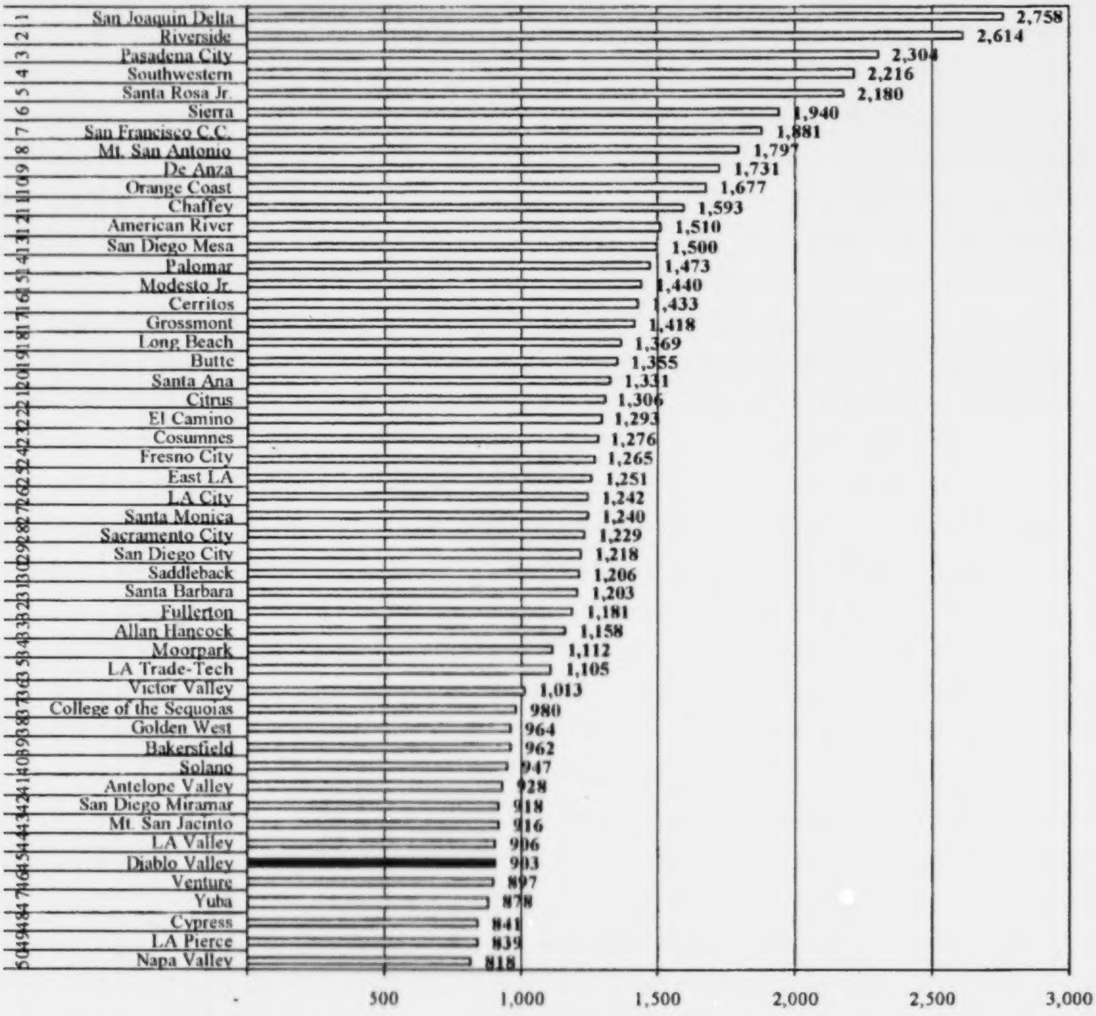
Figure 6.4.20 Top 50 Community Colleges Awarding Degrees and Certificates, 1997-98 to 2001-02



Comments: DVC ranked 45th among all community colleges with respect to total number of degrees and certificates awards in 2001-02, compared to the 30th position in 1997-98. The top-ranking college (San Joaquin Delta) granted a total of 2,758 degrees and certificates, compared to 903 for DVC. All other five peer colleges ranked above DVC. Their ranks fell between the 9th place for DeAnza and 24th place for Fresno City. In short, despite its relatively large enrollment that exceeded 23,000 students in fall 2002, DVC lags seriously behind its peers in terms of the number of degrees and certificates awarded. Undoubtedly, the college is facing a challenge that must be addressed in the near future.

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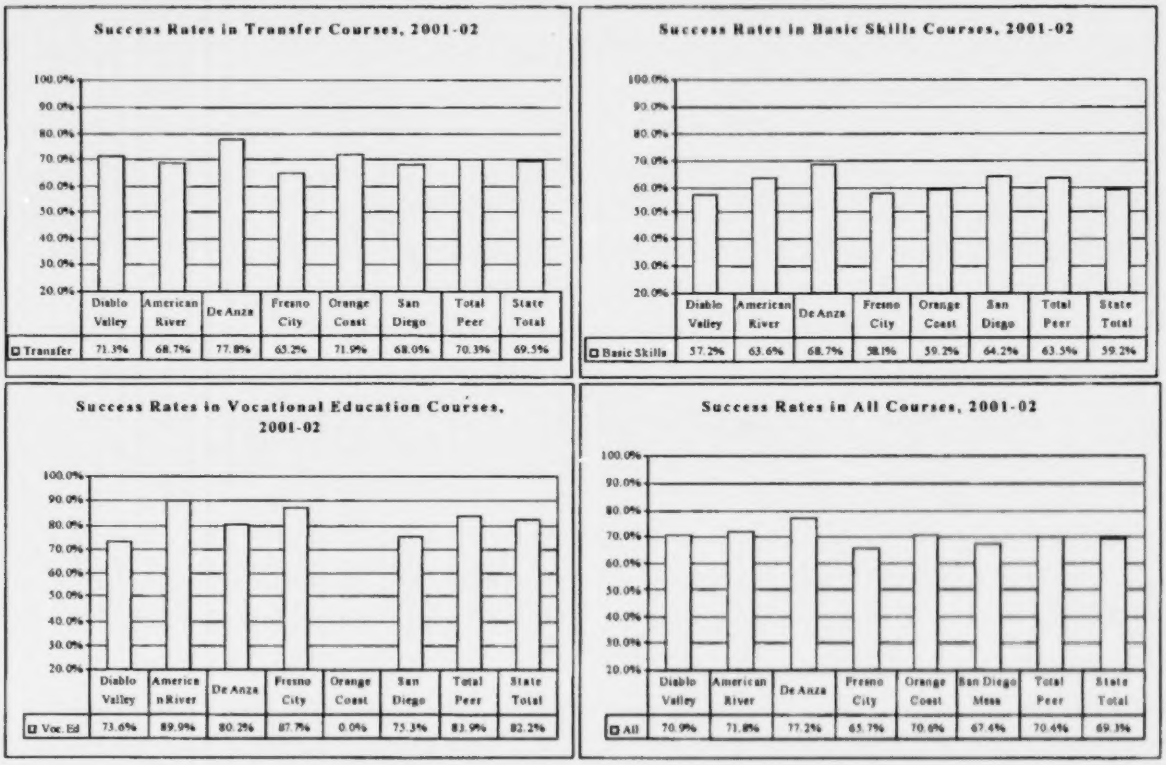
Course Success Rates

Figure 6.4.21 Course Success Rates, 2001-02



Comments: Course success rates are presented for three categories of courses: transfer, basic skills and vocational education. In 2000-01, the success rate for transfer courses at DVC was higher than that of peer colleges and the state's community colleges. The comparable rates were: 71.3% for DVC, 70.3% for peer colleges, and 69.5% for the state's community colleges. In contrast, the success rates for basic skills courses and for vocational courses were lower than that of peer colleges and the state's community colleges. The comparable success rates for basic skills in 2001-02 were: 57.2% for DVC, 63.5% for peer colleges, and 59.2% for the state's community colleges. The rates for vocational courses were 73.6% for DVC, 83.9% for peer colleges and 82.2% for all community colleges in the state. Despite DVC's low success rates in basic skills and vocational courses, the overall success rate for the college compares favorably with peer colleges and the state (70.9% for DVC, 70.4% for peers and 69.3% for the state colleges). Apparently, offering a substantial number of transfer courses by DVC, where the success rate was higher than peer colleges and the state, has impacted the overall success rate in favor of the college. Nevertheless, the college needs to address its lackluster performance in basic skills and vocational courses.

Success Rates in Vocational Courses

Table 6.4.12 presents comparative data on successful course completion in vocational courses offered at peer community colleges.* The relative size of each of these three categories of vocational courses indicate that, for all community colleges in the state, 77% of the courses attempted in 2001-02 represented introductory courses, 21% represented advanced vocational courses and only a tiny fraction of 2% represented courses in apprenticeship. The comparable percentages for DVC were 83% for introductory courses, 12% for advanced courses, and 5% for apprenticeship courses.

Table 6.4.12 Success Rates in Vocational Education Courses, 2001-02

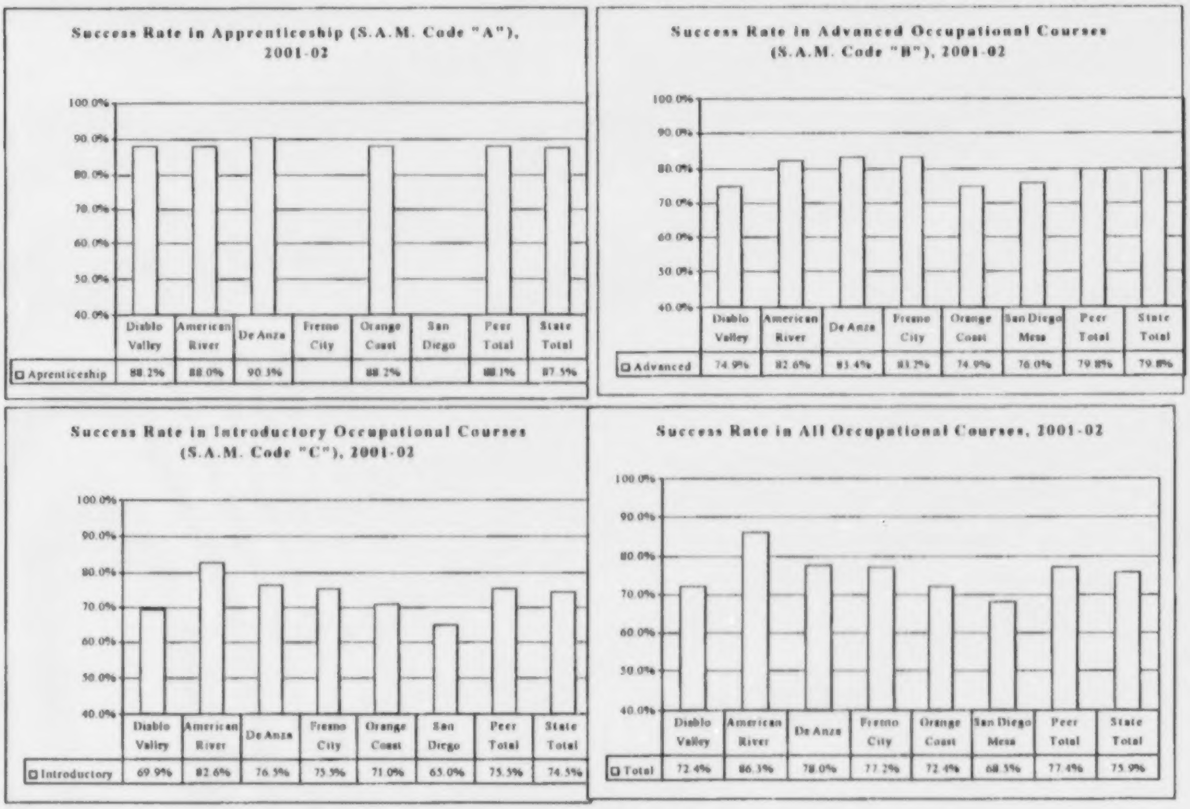
Category	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Deigo Mesa	Total Peers	Statewide Total
S.A.M. Code "A" (Apprenticeship)								
Attempt	1,227	8,753	288		1,227		11,495	40,287
Success	1,082	7,701	260		1,082		10,125	35,259
Success Rate	88.18%	87.98%	90.28%		88.18%		88.08%	87.52%
S.A.M. Code "B" (Advanced)								
Attempt	2,679	2,160	7,999	5,431	2,679	7,077	28,025	386,188
Success	2,006	1,784	6,670	4,521	2,006	5,375	22,362	308,165
Success Rate	74.88%	82.59%	83.39%	83.24%	74.88%	75.95%	79.79%	79.80%
S.A.M. Code "C" (Introductory)								
Attempt	12,356	39,222	31,369	19,216	19,256	14,816	136,235	1,420,046
Success	8,636	32,382	24,002	14,505	13,676	9,624	102,825	1,058,329
Success Rate	69.89%	82.56%	76.52%	75.48%	71.02%	64.96%	75.48%	74.53%
Total Vocational								
Attempt	23,162	45,426	39,656	24,647	23,162	21,893	177,946	1,846,521
Success	16,764	39,222	30,932	19,026	16,764	14,999	137,707	1,401,753
Success Rate	72.38%	86.34%	78.00%	77.19%	72.38%	68.51%	77.39%	75.91%

Source: System Performance on PFE Goals, April 2003

*Success rates are associated with three different types of vocational courses:

- Apprenticeship courses (S.A.M. Code A) such as carpentry, plumbing and machine tools;
- Advanced vocational courses (S.A.M. Code B). These courses are offered in one specific occupational area only and clearly labels those who enroll in them as majoring in this area. Examples include courses in Dental Hygiene, Legal Secretarial Procedures, and Fire Hydraulics.
- Introductory vocational courses (S.A.M. Code C). These courses may be offered in several occupational programs within a broad area such as business or agriculture. These courses provide students with entry-level skills. Examples include Food and Nutrition, Small Business Management, and Advanced Typing.

Figure 6.4.22 Success Rates in Vocational Education Courses, 2001-02



Comments: Success rates vary among the three types of vocational courses. Apprenticeship courses had the highest success rate among vocational courses. In 2001-02 DVC's apprenticeship course success rate (88.2%) was comparable to the average for peer colleges (88.1%) and for the state's combined community colleges (87.5%). The success rate for advanced vocational courses at DVC (74.9%) was lower than that of peer colleges (79.8%) and the state's community colleges (79.8%). The same statement may also be made regarding the comparable success rates for the introductory courses, where the rates in 2001-02 stood at 69.9%, 75.5%, and 74.5% for DVC, peers, and the state's community colleges, respectively.

In summary, there are two observations to be made from this analysis: First, the college may want to re-examine the mix of vocational courses offered, compared to other community colleges. It appears that DVC's share of advanced courses (12%) lags seriously behind that of other colleges in the state. This lag may be indicative of lack of interest in vocational courses, or it may be due to inadequate promotion of the vocational programs.

The second observation relates to the lower success rates in both introductory and advanced vocational courses at DVC, compared to peer colleges and to the state's community colleges. Once again the Workforce Development Committee at the college may want to devote some time to examining the underlying causes and to make recommendations for improvement.

Basic Skills Improvement Rate

The basic skills improvement rate is an indicator of student progress in completing higher level English or mathematics courses subsequent to their enrollment in basic skills courses. To be considered "improved," the higher level course must have been completed with a grade of "C" or better. Students are tracked for two years and can be counted once in English and once in mathematics if they improve in both. Tracking is based on head count and can take place throughout the entire system of community colleges in California regardless of initial enrollment.

Table 6.4.13 Basic Skills Improvement Rate, 2001-02

Category	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	Total Peer Colleges	Statewide Total
English Basic Skills								
Total English	1,892	2,480	3,220	5,865	1,255	1,281	15,993	329,997
Improved English	662	694	1,818	1,846	377	410	5,807	82,802
Percent Improved	35.0%	28.0%	56.5%	31.5%	30.0%	32.0%	36.3%	25.1%
Mathematics Basic Skills								
Total Math	1,449	2,635	1,871	7,724	1,828	1,685	17,192	231,521
Improved Math	422	543	579	2,176	452	338	4,510	56,659
Percent Improved	29.1%	20.6%	31.0%	28.2%	24.7%	20.1%	26.2%	24.5%
Total Basic Skills								
Total Basic Skills	3,341	5,115	5,091	13,589	3,083	2,966	33,185	561,518
Total Improved	1,084	1,237	2,397	4,022	829	748	10,317	139,461
Percent Improved	32.5%	24.2%	47.1%	29.6%	26.9%	25.2%	31.1%	24.8%
Percent Basic Skills Students								
Total Students	35,035	46,672	39,974	29,265	34,997	35,569	221,512	2,546,707
Total B.S./Total	9.5%	11.0%	12.7%	46.4%	8.8%	8.3%	15.0%	22.0%

Source: System Performance on PFE Goals, April 2003

Figure 6.4.23 Percent Basic Skills Students are of Total Students in Each Peer College, 2001-02

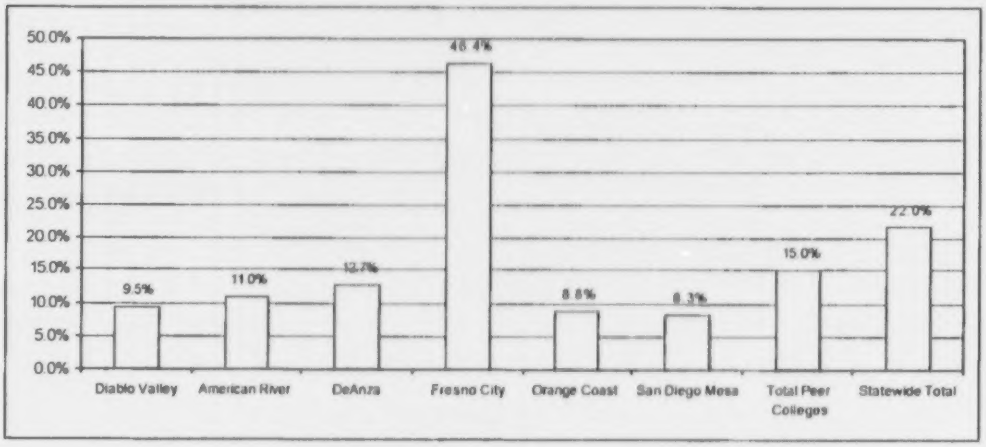
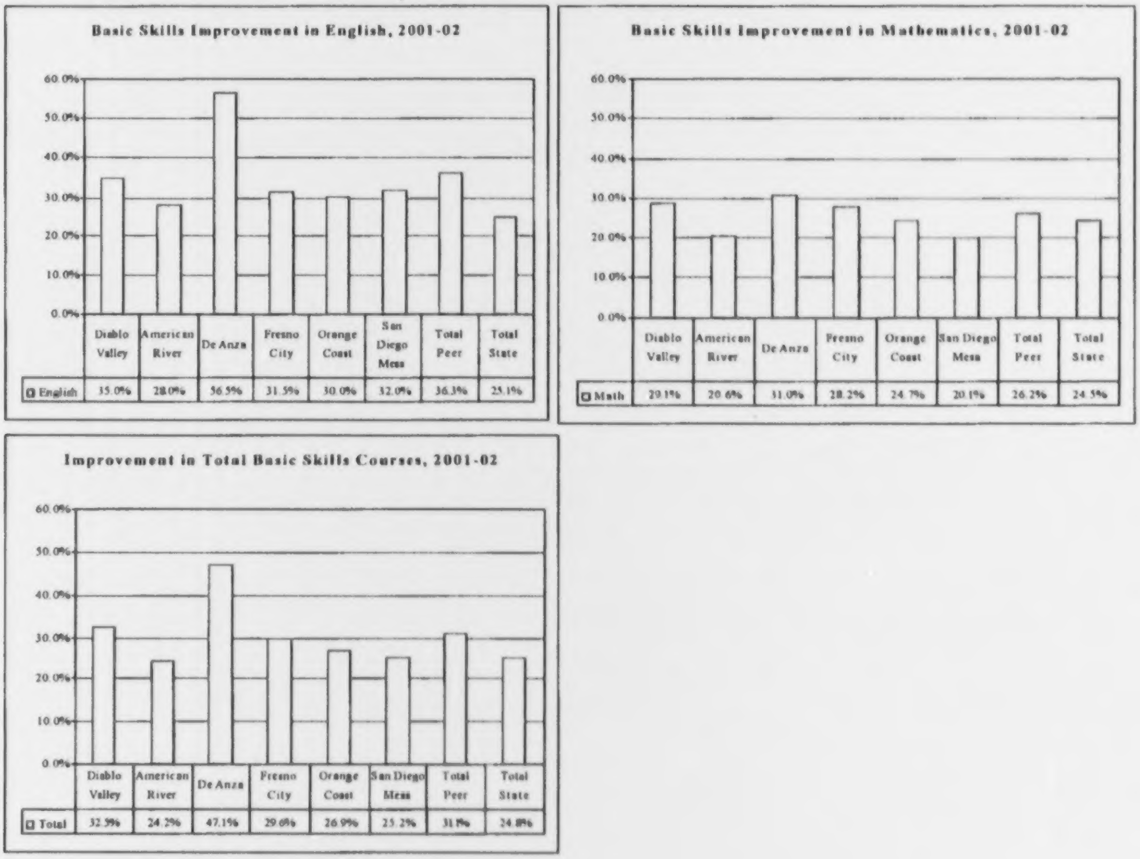


Figure 6.4.24 Basic Skills Improvement Rate, 2001-02



Basic Skills Improvement in English, 2001-02

	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	Total Peer	Total State
▫ English	35.0%	28.0%	56.5%	31.5%	30.0%	32.0%	36.3%	25.1%

Basic Skills Improvement in Mathematics, 2001-02

	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	Total Peer	Total State
▫ Math	29.1%	20.6%	31.0%	28.2%	24.7%	20.1%	26.2%	24.5%

Improvement in Total Basic Skills Courses, 2001-02

	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	Total Peer	Total State
▫ Total	32.5%	24.2%	47.1%	29.6%	26.9%	25.2%	31.1%	24.8%

Comments:

Table 6.4.13 and Figure 6.4.24 provide information on the improvement rates at peer institutions and at the state. DVC ranks second among its peer colleges for improvement rates in both English and mathematics. In 2001-02 improvement rates in English ranged between 28% for American River and 56.5% for De Anza, while DVC's rate was 35.0%. In mathematics, improvement rates ranged between 20.1% for San Diego Mesa and 31% for De Anza, while DVC's rate was 29.1%. However, more efforts will be needed to further improve the rates in mathematics.

Core Indicators in Vocational Education Courses

In 1998 the federal government established the Vocational and Technical Education Act (VTEA), which provides funds to postsecondary institutions to enhance the effectiveness of vocational education programs. The government worked with several constituents including postsecondary institutions and industry to develop six "core indicators" of performance. These six indicators and the targets that were established are described below.

Indicator One: Skill Attainment
The percent of students successfully completing vocational courses. Courses include enrollments in Apprenticeship, Advanced Occupational, or Clearly Occupational courses (SAM Priority Codes A-C). Students may be enrolled in more than one program area and may be included in more than one population grouping. *The Performance Goal of completion is 78.8%.*

Indicator Two: Degree and Certificate Completions
The percent of vocational education "Leavers and Completers" who receive a degree or certificate, transfer to CSU/UC, or join the military. *Performance Goal for completion is 59.8%.*

Indicator Three: Placement in Postsecondary Education or Employment
The percent of students who placed as UI (unemployment insurance)-covered employment or continued at CSU/UC. *Performance Goal for placement is 83.2%.*

Indicator Four: Retention for Employment
The percent of vocational education student "Leavers and Completers" who were retained for three consecutive quarters in UI covered employment in their first year after college and were not continuing their education at another college. *Goal for Retention is 82.8%*

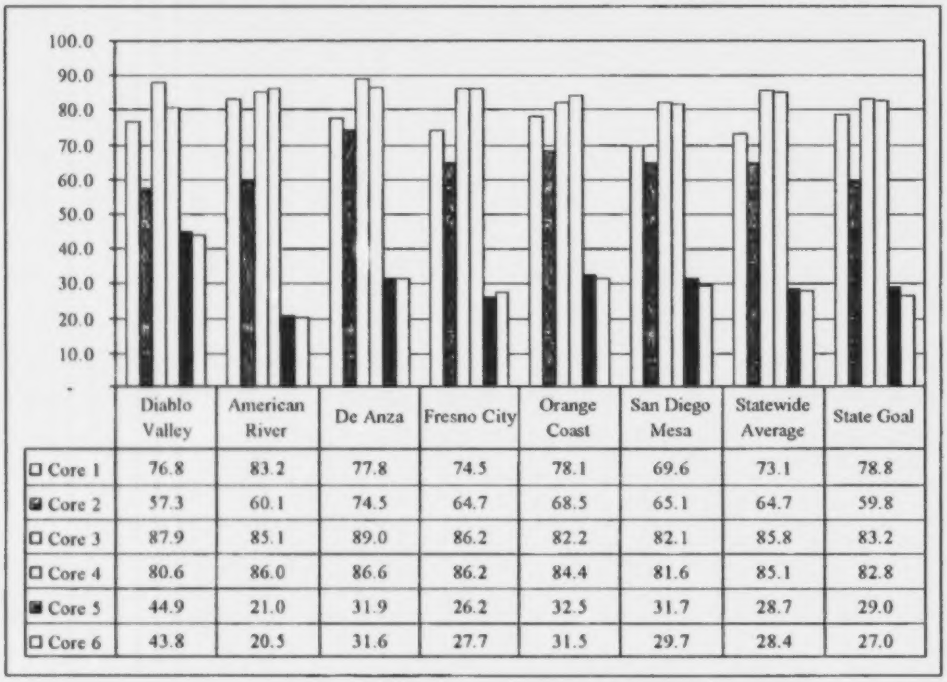
Indicator Five: Participation in Non-Traditional Programs
The percent of students participating in programs leading to non-traditional employment for the under-represented gender. Employment of the under-represented gender refers to women working in fields mostly occupied by men, or vice-versa, *e.g.*, women in construction jobs or men in nursing jobs. *Goal for Participation is 27.0%.*

Indicator Six: Completion of Non-Traditional Programs
The percent of students completing programs leading to non-traditional employment for the under-represented gender. *Goal for Completion is 29.0%.*

Table 6.4.14 Performance on VTEA Core Indicators, 2001-02

Category	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	Statewide Average	State Goal
Core 1	76.8	83.2	77.8	74.5	78.1	69.6	73.1	78.8
Core 2	57.3	60.1	74.5	64.7	68.5	65.1	64.7	59.8
Core 3	87.9	85.1	89.0	86.2	82.2	82.1	85.8	83.2
Core 4	80.6	86.0	86.6	86.2	84.4	81.6	85.1	82.8
Core 5	44.9	21.0	31.9	26.2	32.5	31.7	28.7	29.0
Core 6	43.8	20.5	31.6	27.7	31.5	29.7	28.4	27.0

Figure 6.4.25 Performance on VTEA Core Indicators, 2001-02



	Diablo Valley	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	Statewide Average	State Goal
□ Core 1	76.8	83.2	77.8	74.5	78.1	69.6	73.1	78.8
▨ Core 2	57.3	60.1	74.5	64.7	68.5	65.1	64.7	59.8
□ Core 3	87.9	85.1	89.0	86.2	82.2	82.1	85.8	83.2
□ Core 4	80.6	86.0	86.6	86.2	84.4	81.6	85.1	82.8
■ Core 5	44.9	21.0	31.9	26.2	32.5	31.7	28.7	29.0
□ Core 6	43.8	20.5	31.6	27.7	31.5	29.7	28.4	27.0

Comments: DVC has mixed results in its performance on the six indicators. While DVC met the state's goals in three areas (#3,5, and 6), the college fell behind in meeting the goals for the other areas (#1, 2, and 4). Compared to its peers, DVC's rank fell in the lower tier. Four of the peer colleges met the state goals in four or five areas, and only DVC and San Diego Mesa met the goal in just three out of six areas. DVC has done well in placing students (#3), a reflection of its leadership in the transfer arena. The college has also done an excellent job in providing opportunities for employment of the under-represented genders in non-traditional areas. Yet, more work needs to be done in improving the scores in success rates for vocational courses, increasing the number of degrees and certificates, and enhancing the employment retention rates. The college may want to work closely with business and industry leaders to find ways to improve the employment retention rates for vocational students.

Benchmarking: Summary and Implications

Benchmarking analysis in this Fact Book focuses on comparing student enrollment and performance measurements at selected peer community colleges. These colleges include Diablo Valley, American River, DeAnza, Fresno City, Orange Coast, and San Diego Mesa. The purpose of benchmarking is to identify DVC's areas of strengths and weaknesses in comparison to other peer institutions in the state, and to find ways to improve. This comparison provided the following salient points.

- Female students represent the dominant gender in enrollment at DVC and at peer colleges.
- Compared to its peers, DVC has the largest percentage of students at the age of 19 years and younger. In contrast, the college has the smallest percentage of middle-age adult students (age 25 to 39 years).
- White students constitute the majority at DVC (53%), but at peer colleges, their proportionate share varies between 27% and 60%. Some of the peer colleges are becoming more diverse, to the point that there is no clear majority, just large ethnic minorities.
- Day students represent two-thirds of enrollment head count, while evening students represent approximately one-third. For peer colleges, the range for day students varies between 53% and 75%.
- Continuing students represent 66% of the students at DVC, while first-time students represent 25%. Other peer colleges have relatively lower percentages of these two categories.
- Almost two-thirds of the students at DVC carry a part-time load of less than 12 units, while one-third carry a full load of 12 or more units. The comparable breakdown for peer colleges varies between 61% and 73% for part-time students and 27% and 37% for full-time students.
- DVC students received a relatively smaller amount of only $4.3 million in financial aid, compared to significantly larger sums at other peer colleges. The number of financial aid awards at DVC was also lower than that of peer colleges. However, DVC granted the highest dollar amount of scholarship awards among peer colleges.
- DVC has the highest rank among its peer colleges with respect to transfers to UC. The college had a transfer rate that was higher than that of other peer colleges, except for DeAnza. In contrast, the college lagged behind three of its peers with respect to transfers to CSU. Considering the transfer-prepared numbers, the college fell in the lower tier, just ahead of one other college.
- DVC ranked last among its peer colleges in number of degrees and certificates awarded.
- Success rates for transfer courses at DVC were higher than the average for peer colleges, but the rates for basic skills and vocational courses fell sharply behind that of peer colleges.
- The basic skills improvement rate at DVC was relatively higher than those of peer colleges, except DeAnza. The improvement rate in mathematics fell below that for English.

- DVC's performance as measured by the core indicators of performance in vocational programs was mixed. The college performed at a level higher than the projected goals in three areas, while performing below projections in three other areas. Compared to peer colleges, the college appears to fall in the lower tier of the group. While DVC is providing excellent opportunities for the employment of under-represented genders, the college needs to focus more on enhancing enrollment and completion of vocational courses and on increasing the number of degrees and certificates awarded by occupational programs.

In short, the benchmarking analysis revealed a number of areas that represent a challenge for the college in future years. The college needs to enhance enrollment of adult students in the middle age categories (25 to 39 years). Further research is needed to understand the underlying causes for the low level of financial aid awarded by the college. Increasing the number of degrees and certificates awarded should be a major goal of the college in future years. While DVC has done well in the transfer arena relative to UC, more work is needed to enhance transfers to CSU.

Two major areas should receive more attention from the college in the future, namely basic skills and vocational education programs. The college needs to improve the success rates and improvement rates in basic skills, while improving the overall performance of vocational programs. Such improvement may necessitate a serious re-examination of the curriculum, enhancing the overall infrastructure and introducing new programs that meet the changing needs of the marketplace.

5. Diversity

Diversity of colleges and universities enriches students' educational experiences and enhances awareness of other people and cultures. The past few years witnessed some dramatic changes in the diversity of students and faculty at Diablo Valley College. These changes reflect, to a large extent, the changing face of California as a state that has led the other 50 states in the diversity of its population. Furthermore, DVC's enhanced diversity reflects the college's belief in the merits of diversity and its contribution to the enrichment of student learning at all levels.

Diversity is a multi-dimensional issue that includes gender, age, race, languages, cultures, ethnicity, geographical locations, socioeconomic status, and other factors. Most of these dimensions have been discussed in relation to the student population in different parts of this Fact Book. The focus in this section will be on the contrast between faculty and student diversity with respect to gender, age, and ethnicity.

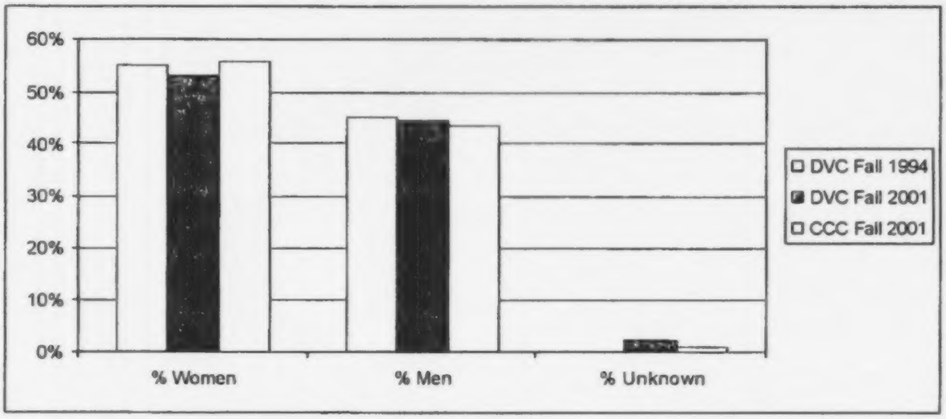
Due to the lack of accurate historical data on the demographics of the faculty, the points of reference and the levels of data aggregation are limited to 1994 and 2001, as opposed to the reference points made in previous sections.

Gender: Students

Table 6.5.1 Student Gender at DVC and California Community Colleges, Fall 1994 and Fall 2001

Entity	Term/Year	Total Count	% Women	% Men	% Unknown	Ratio Women to Men
DVC	Fall 1994	20,887	55.0%	45.0%	0.0%	1.22
DVC	Fall 2001	21,737	53.2%	44.5%	2.4%	1.19
All Community Colleges	Fall 2001	1,686,916	55.6%	43.6%	0.9%	1.28

Figure 6.5.1 Student Gender at DVC and California Community Colleges, Fall 1994 and Fall 2001



Source: CCCCO MIS Data Mart and Statistical Library

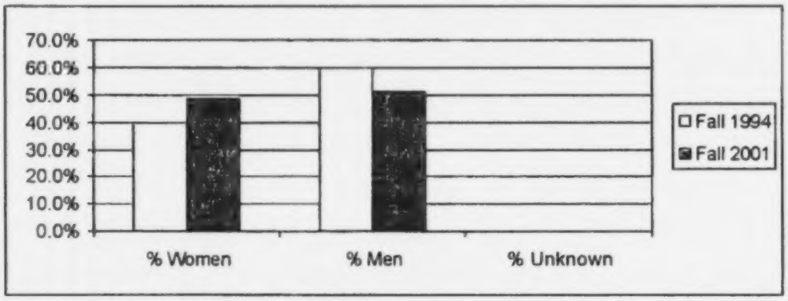
Comments: Between 1994 and 2001 the gender distribution of students changed slightly at DVC. Women represented 55.0% of the student population in fall 1994, compared to 53.2% in fall 2001. Men, on the other hand, represented 45.0% of the student body in fall 1994, compared to 44.5% in fall 2001. The comparative numbers for all community colleges in California show a higher ratio of women to men (1.28) in fall 2001. In short, the gender distribution of students at DVC remained relatively stable, with a relatively higher percentage of males than that of the state's community colleges.

Gender: Full-Time Faculty

Table 6.5.2 Faculty Gender at DVC, Fall 1994 and Fall 2001

Term/Year	Total Count	% Women	% Men	% Unknown	Ratio Women to Men
Fall 1994	263	40.3%	59.7%	0.0%	0.68
Fall 2001	279	48.7%	51.3%	0.0%	0.95

Figure 6.5.2 Faculty Gender at DVC, Fall 1994 and Fall 2001



Source: CCCCD Human Resources

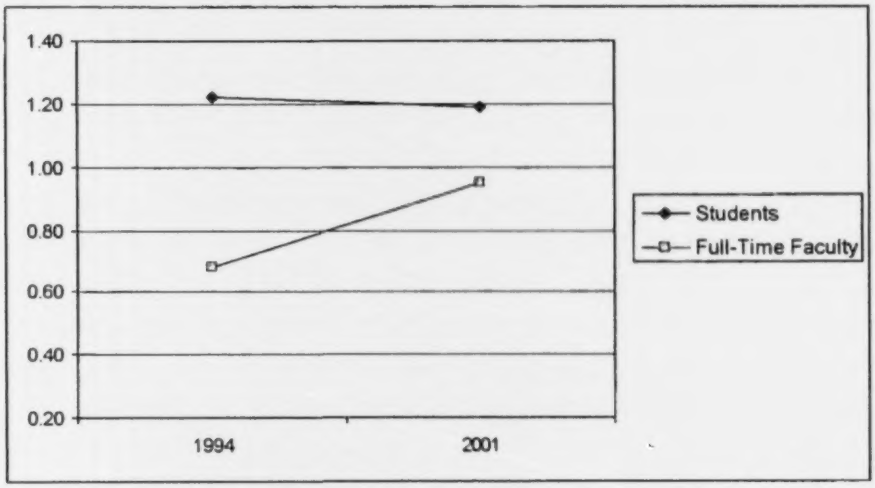
Comments: The gender distribution of the faculty at DVC exhibits patterns which contrast with those of the students, and which are constantly changing. Men have traditionally been the dominant gender among the full-time faculty. However, between 1994 and 2001, the percentage of men in the faculty ranks has declined by more than 8% (from 59.7% in fall 1994 to 51.3% in fall 2001). Furthermore, the ratio of women to men among faculty has risen sharply from 0.68 to 0.95. In effect, women and men in the faculty ranks are almost reaching a parity. If this trend continues, the feminization of the faculty will certainly match the feminization of the student body which started in earnest after World War II.

Gender: Students and Faculty

Table 6.5.3 Student and Faculty Gender at DVC, Fall 1994 and Fall 2001

Ratio of Women to Men	1994	2001
Students	1.22	1.19
Full-Time Faculty	0.68	0.95
Gap	0.54	0.24

Figure 6.5.3 Student and Faculty Gender at DVC, Fall 1994 and Fall 2001



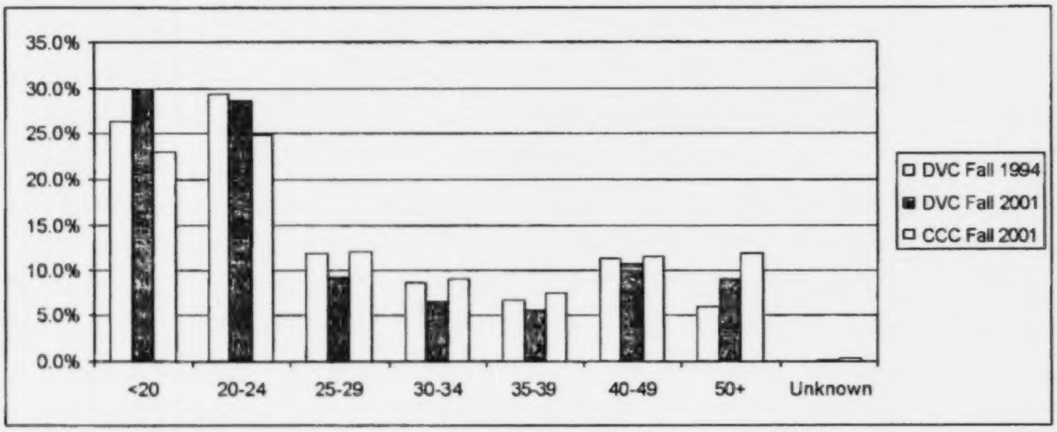
Comments: While the students' ratio of women to men declined slightly between 1994 and 2001, the comparable ratio for the faculty moved up significantly during the same period. The impact of these changes is an enhanced diversity among the genders and a narrower gap between the ratios for students and faculty. The gap in the ratio of women to men between students and faculty declined from 0.54 in 1994 to only 0.24 in 2001. If this trend continues, the distribution of genders among the faculty and students will soon mirror each other.

Age: Students

Table 6.5.4 Student Age at DVC and CCC, Fall 1994 and Fall 2001

Institutions	Term/ Year	Category	Head Count	Age Categories							
				<20	20-24	25-29	30-34	35-39	40-49	50+	Unknown
DVC	Fall 1994	Count	20,887	5,521	6,135	2,447	1,792	1,392	2,338	1,262	-
		Percentage	100.0%	26.4%	29.4%	11.7%	8.6%	6.7%	11.2%	6.0%	0.0%
	Fall 2001	Count	21,737	6,523	6,233	2,010	1,437	1,238	2,306	1,958	32
		Percentage	100.0%	30.0%	28.7%	9.2%	6.6%	5.7%	10.6%	9.0%	0.1%
California Community Colleges	Fall 2001	Count	1,686,916	388,956	420,513	201,617	152,239	124,927	193,542	199,424	5,698
		Percentage	100.0%	23.1%	24.9%	12.0%	9.0%	7.4%	11.5%	11.8%	0.3%

Figure 6.5.4 Student Age at DVC and CCC, Fall 1994 and Fall 2001



Source: CCCCO MIS Data Mart and Statistical Library

Comments: Four observations may be made about the age distribution of students at DVC.

- Between 1994 and 2001, the percentage of students at an age of less than 20 years increased from 26.4% to 30.0%. This increase indicates that a relatively larger percentage of recent high school graduates opted to attend DVC.
- Between 1994 and 2001, the percentage of students at the age of 50 years and over increased from 6.0% in 1994 to 9.0% in 2001. This increase reflects the return of older adult students for retooling and for updating of their occupational skills.
- During this period, there was a decline in the proportionate share of other age groups between the age of 20 and 50.
- Young students at the age of 25 or less accounted for 58.7% of the student population at DVC, compared to only 48.0% at all community colleges in the state. This gap reflects DVC's emphasis on the transfer programs demanded by the young students, compared to occupational programs demanded by the relatively older students.

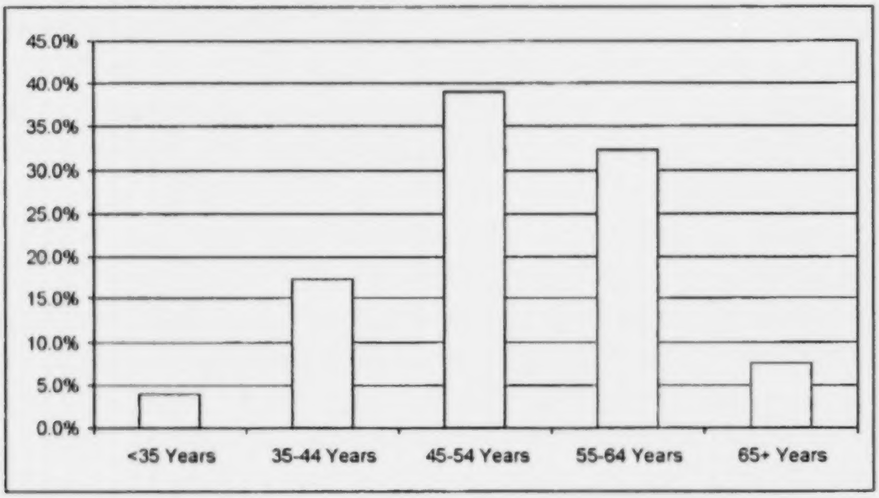
Age: Full-Time Faculty

Discussion in this segment is limited to the most recent data for fall 2001. Faculty age data for fall 1994 are not available.

Table 6.5.5 Faculty Age at DVC, Fall 2001

	Count	:35 Years	35-44 Years	45-54 Years	55-64 Years	65+ Years	Median Age
No.	279	11	48	109	90	21	52
%	100%	3.9%	17.2%	39.1%	32.3%	7.5%	

Figure 6.5.5 Faculty Age at DVC, Fall 2001



Source: CCCCD Human Resources

Comments: Three observations may be made about the age distribution of the faculty.

- The age distribution of the full-time faculty at DVC is relatively skewed toward the older age, with approximately 40% of the faculty members at the age of 55 and older.
- Persons at the age of less than 45 years account for approximately 21% of the full-time faculty members at DVC, while those between the ages of 45 and 54 account for 39% of the total.
- The median age of the full-time faculty members at DVC was 52 years as of fall 2001, indicating that half of the faculty members may retire within ten years.

The picture that emerges from this analysis is that DVC has a relatively mature faculty with long years of experience and a high level of loyalty to the institution. With this level of maturity, the faculty has been instrumental in developing and maintaining a high level of quality in education and service to students. Yet, the high median age dictates the development of an orderly process for replacing projected retirements over the next few years.

Age: Students and Faculty

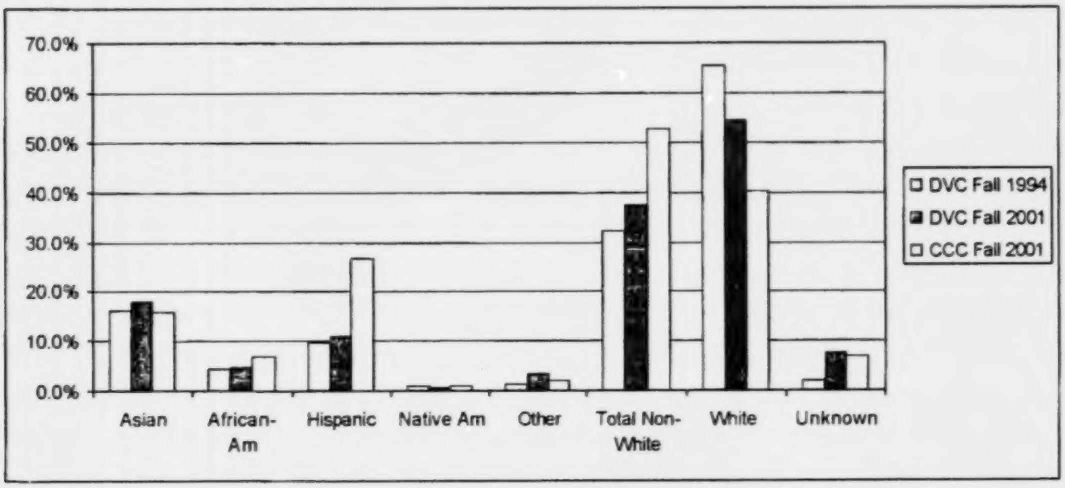
While the trend in the age distribution of students has been toward the younger age, with almost 60% of the students below the age of 25, the opposite may be true with respect to the age of full-time faculty. Despite the absence of data for 1994, the most recent age distribution for 2001 points toward an aging full-time faculty. Enhancing the institutional diversity would require placing emphasis on increasing the proportionate share of the faculty in the younger age groups.

Ethnicity: Students

Table 6.5.6 Student Ethnicity at DVC and CCC, Fall 1994 and Fall 2001

Institutions	Term/ Year	Category	Head Count	Ethnic Category								Ratio of Non_White to White
				Asian	African-Amer.	Hispanic	Native Amer.	Other	Total Non-White	White	Unknown	
DVC	Fall 1994	Count	20,887	3,392	912	1,996	181	288	6,769	13,711	407	0.49
		Percentage	100.0%	16.2%	4.4%	9.6%	0.9%	1.4%	32.4%	65.6%	1.9%	
	Fall 2001	Count	21,737	3,912	1,047	2,364	148	725	8,196	11,874	1,667	0.69
		Percentage	100.0%	18.0%	4.8%	10.9%	0.7%	3.3%	37.7%	54.6%	7.7%	
California Community Colleges	Fall 2001	Count	1,686,916	268,444	118,500	455,073	15,944	32,023	889,984	680,665	116,267	1.31
		Percentage	100.0%	15.9%	7.0%	27.0%	0.9%	1.9%	52.8%	40.3%	6.9%	

Figure 6.5.6 Student Ethnicity at DVC and CCC, Fall 1994 and Fall 2001



Comments: The most dramatic change in student diversity has been the sharp decline in the percentage of White students: from 65.6% in fall 1994 to 54.6% in fall 2001. In contrast, the percentage of non-White students increased from 32.4% to 37.7% during this period. At the same time, a relatively large percentage of students at DVC (7.7%) opted to choose the unknown ethnic category.

Despite the increase in ethnic diversity at DVC between 1994 and 2001, the percentage of non-White students (37.7%) still lags behind that of the state's community colleges (52.8%) by a wide margin of 15.1%. Furthermore, there are major differences between the college and other community colleges in the state with respect to the ethnic mix. While Hispanic students represent the largest minority in the state's community colleges at 27.0%, their representation at DVC is only 10.9%. On the other hand, Asian students represent the largest minority at DVC (18.0%), but only a distant second at the state's community colleges (15.9%). Furthermore, the percentage of African Americans at DVC (4.8%) falls below their representation in the state's community colleges generally (7.0%).

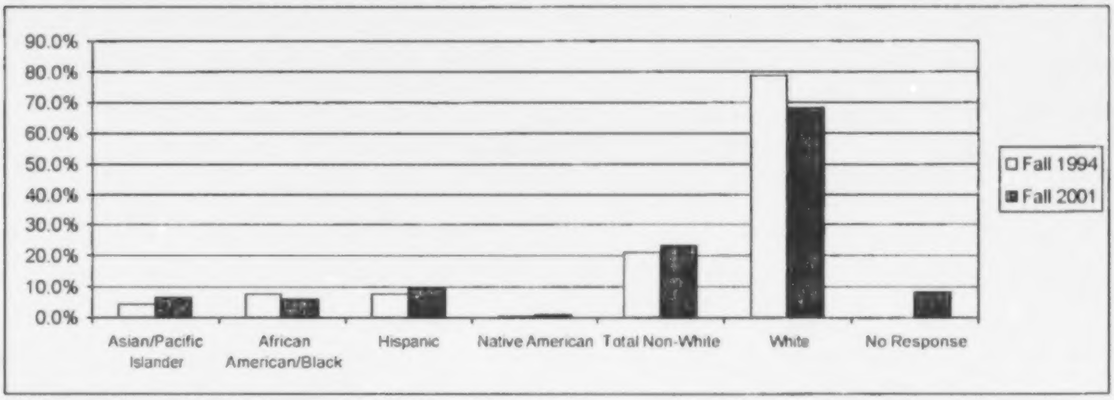
Undoubtedly, the ethnic mix of students at DVC reflects, to a large extent, the ethnic distribution of the population in the college service area and in Contra Costa County, where there are relatively higher percentages of Whites and Asians and lower percentages of Hispanics and African Americans. (See Section I, External Environment.) On the other hand, the dramatic changes in the ethnic mix of the state's population has been reflected in the population of the state's community colleges as a whole. As can be seen in 2001, the state's community colleges as a whole do not have an ethnic majority—just large ethnic minorities without any clear majority for any particular ethnic group.

Ethnicity: Full-Time Faculty

Table 6.5.7 Ethnic Distribution of Full-Time Faculty at DVC, Fall 1994 and Fall 2001

Category	Fall 1994		Fall 2001		Change	
	Count	%	Count	%	Count	%
Asian/Pacific Islander	12	4.6%	19	6.8%	7	58.3%
African American/Black	21	8.0%	17	6.1%	-4	-19.0%
Hispanic	20	7.6%	26	9.3%	6	30.0%
Native American	2	0.8%	3	1.1%	1	50.0%
Total Non-White	55	21.0%	65	23.3%	10	18.2%
White	208	79.0%	190	68.1%	-18	-8.7%
No Response	0	0.0%	24	8.6%	24	0.0%
Total	263	100.0%	279	100.0%	16	6.1%

Figure 6.5.7 Ethnic Distribution of Full-Time Faculty at DVC, Fall 1994 and Fall 2001



Comments: The most observable change in the ethnic distribution of full-time faculty has been the decline in the percentage of White faculty members from 79.0% in fall 1994 to 68.1% in fall 2001. The percentage of African American faculty members also declined from 8.0% to 6.1% during the same period. In contrast, the proportionate share of Asians and Hispanics increased from 4.6% and 7.6%, respectively, in fall 1994 to 6.8% and 9.3%, respectively, in fall 2001. Furthermore, the percentage of faculty members with no ethnic preference increased significantly from zero % in 1994 to 8.6% in 2001. In short, the percentage of non-White faculty members inched up slowly, from 21.0% in fall 1994 to 23.3% in fall 2001, with a relatively large percentage having no ethnic preference.

General Indexes of Diversity

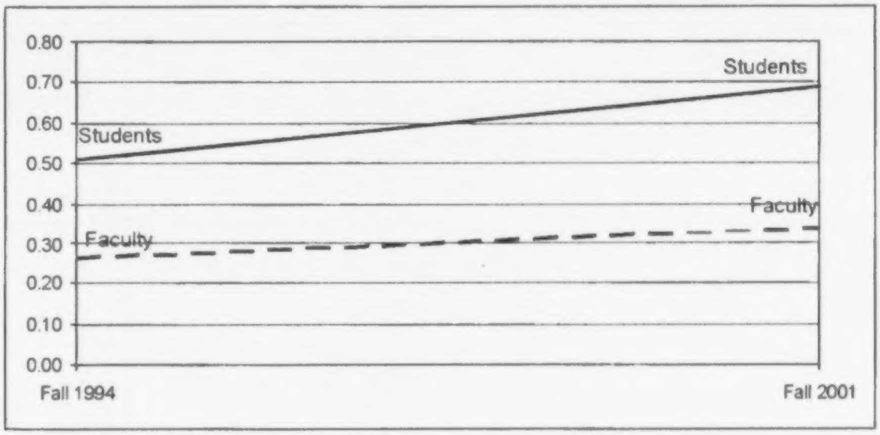
The relationship between the ethnic diversity of students and that of the faculty may be measured by two indexes: A general index of ethnic diversity, and a specific index of ethnic diversity.

The general index of ethnic diversity measures the ratio of non-Whites to Whites in a given population. Two separate indexes are computed for students and for faculty. The relationship between these two indexes indicates the gap in diversity between the two groups. An index of 1 means an equal number of Whites and non-Whites in the population. An index of less than 1 indicates a smaller number of non-Whites, compared to Whites. An index of more than 1 indicates a larger number of non-Whites to Whites in the population of students or faculty.

Table 6.5.8 General Index of Diversity: Students and Faculty at DVC, Fall 1994 and Fall 2001

Category	Fall 1994	Fall 2001	Change
Student Headcount			
Non-Whites	6,769	8,196	
Whites	13,711	11,874	
Diversity Index (Non-Whites over Whites)	0.51	0.69	0.18
Faculty Head Count			
Non-Whites	55	65	
Whites	208	190	
Diversity Index (Non-Whites over Whites)	0.26	0.34	0.08
Gap Between Students and Faculty Indexes	0.25	0.35	0.10

Figure 6.5.8 General Index of Diversity: Students and Faculty at DVC, Fall 1994 and Fall 2001



Source: CCCCD Human Resources

Comments: The ethnic diversity index for students stood at 0.69 in 2001, compared to 0.51 in 1994, representing an increase in the ratio of non-White students to White students by 0.18. In other words, the percentage of non-White to White students increased by 18% between 1994 and 2001. In contrast, the ethnic diversity index for the faculty was approximately one-half of the comparable index for students in 1994 and again in 2001. Although the faculty ethnicity index moved up by 0.08 (from 0.26 to 0.34 between fall 1994 and fall 2001), it remained at a relatively low level compared to that of students. More specifically, the number of non-White full-time faculty was one-fourth (0.26) that of Whites in 1994 and increased to one-third (0.34) in 2001, compared to one-half (0.51) and two-thirds (0.69), respectively, for students. Consequently, the gap between the ethnic diversity index for students and that of the faculty has become wider instead of narrower.

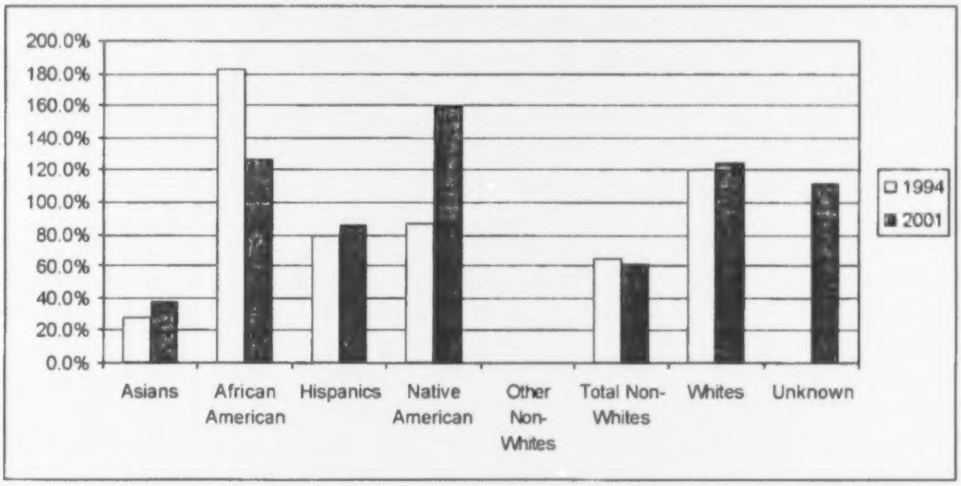
Specific Index of Diversity

The specific ethnicity index measures the relative size of faculty to students within a specific ethnic group. An index of 100% means equal parity between students and faculty within a particular ethnic group. An index of greater than 100% means faculty are over-represented relative to students within a given ethnic group. An index of less than 100% means faculty are under-represented in relationship to students within a specific group.

Table 6.5.9 Specific Index of Diversity: Students and Faculty at DVC, Fall 1994 and Fall 2001

	1994			2001			
Category	Students	Faculty	Index (Faculty over Students)	Students	Faculty	Index (Faculty over Students)	Change: 2001 Less 1994
Head Count	20,887	263		21,737	279		
	Percentage	Percentage		Percentage	Percentage		
Asians	16.24%	4.56%	28.1%	18.00%	6.81%	37.8%	9.8%
African American	4.37%	7.98%	182.6%	4.81%	6.09%	126.6%	-56.0%
Hispanics	9.56%	7.61%	79.6%	10.88%	9.32%	85.7%	6.1%
Native American	0.87%	0.76%	87.4%	0.68%	1.08%	158.8%	71.5%
Other Non-Whites	1.37%	0.00%	0.0%	3.34%	0.00%	0.0%	0.0%
Total Non-Whites	32.41%	20.91%	64.5%	37.71%	23.30%	61.8%	-2.7%
Whites	65.64%	79.09%	120.5%	54.63%	68.10%	124.7%	4.2%
Unknown	1.95%	0.00%	0.0%	7.66%	8.60%	112.3%	0.0%
Total	100.00%	100.00%	100.0%	100.00%	100.00%	100.0%	0.0%

Figure 6.5.9 Specific Index of Diversity: Students and Faculty at DVC, Fall 1994 and Fall 2001



Source: CCCCD Human Resources

Comments: Examination of Table 6.5.9 reveals the following observations:

- Asian full-time faculty members are seriously under-represented relative to Asian students at DVC. The index for Asians improved from 28% to 38%, signaling a larger number of Asian faculty were hired between 1994 and 2001. This is true because the number of Asian full-time faculty members increased from 12 in fall 1994 to 19 in fall 2001.
- African-American full-time faculty members are over-represented relative to African-American students at DVC. The index for this group declined significantly as more African-American students were enrolled at DVC and fewer African-American faculty members were employed in 2001, compared to 1994. Enhancing diversity for this group may mean more concerted efforts to recruit African-American students while maintaining the number of African-American faculty.
- Hispanic full-time faculty are slightly under-represented relative to Hispanic students at DVC. The index for this group improved slightly by 6% between 1994 and 2001, indicating a relatively larger number of Hispanic faculty members. This is true because the number of Hispanic full-time faculty members increased from 20 in fall 1994 to 26 in fall 2001.
- Native American faculty members and students represent a relatively small number of approximately 1% of the total of each group. The index for this group improved with the hiring of one additional full-time faculty member.
- White full-time faculty members are over-represented relative to White students at DVC. This over-representation continued at a higher level in 2001 (125%) compared to 1994 (121%). In other words, the gap between the proportionate share of White faculty members and that of White students is widening.

In summary, the index for non-Whites remains at a relatively lower level of 62%, while the index for Whites (125%) remained at a level that was twice as high as that of non-Whites. Despite the changes in the ethnicity index of each specific group, the overall rate of change during this seven-year period has been relatively slow. This may be expected since full-time faculty members have tenure and are employed over a longer period of time. Demographic changes in the faculty ranks is undoubtedly less responsive to changes in the overall population, compared to that of students. However, the college should develop policies to enhance the ethnic diversity of full-time faculty members in the long run.

Diversity: Summary and Implications for Planning

Diversity is a multifaceted issue that may be approached from different angles. However, the approach taken in this section focused mainly on three areas, namely gender, age, and ethnicity. The picture that emerges from the analysis in this section is a mixed one. While DVC has made a serious, concerted effort to enhance the diversity of its faculty and students, more challenges remain ahead.

Some of the most salient observations are presented below.

- The gender gap between students and faculty has been narrowed considerably between 1994 and 2001. The index of women to men among students stood at 1.22 in 1994 and 1.19 in 2001. The comparable indexes for full-time faculty were 0.68 and 0.95 for the respective years.
- While students at DVC are getting younger, full-time faculty members are getting older. A 30-year gap separates the median age of students at DVC (22 years) and the median age of the full-time faculty (52 years). Students at the age of 25 or less constitute the majority (60%) of students at DVC, while a sizable portion (40%) of the full-time faculty members are at the age of 55 years and older. Serious efforts should be made to address the orderly retirement and replacement of older faculty members.
- Although there have been some gains in ethnic diversity, some changes are difficult to come by in this relatively short period of seven years. While non-Whites account for a larger percentage of students and full-time faculty at DVC, the rate of changes in the ethnicity of faculty has been modest, compared to that of students. As a result, the ethnicity gap between faculty and students has been growing wider instead of narrower. More systematic efforts will be needed to enhance the ethnic diversity of the faculty over the long run.
- The ethnic diversity of California Community Colleges has reached a point where there is no clear majority—only large minorities. In fall 2001 Whites represented 40% of the student population, while Hispanics, Asians and African-Americans represented 27%, 16%, and 7%, respectively. In total, non-Whites accounted for 53% of the student population at all California Community Colleges in 2001. Apparently, this trend will continue, at least in the foreseeable future.
- A growing portion (now almost 8%) of DVC students and members of the faculty are avoiding ethnic categorization. This increasing avoidance is a reflection of the blurred lines that separate the ethnic groups. Undoubtedly, the population melting pot is quite evident in California. This melting pot will be an ever more visible phenomenon in the foreseeable future.

In conclusion, Diablo Valley College has made significant strides in creating and enhancing diversity among students and faculty. Undoubtedly this diversity has enriched the students' educational experience and has contributed positively to the well-being of the overall educational enterprise.

6. DVC Library

DVC Library is an integral part of the College's instructional program. The library provides numerous services that support student learning. These services include circulation of reading materials, reference assistance, reading facilities, interlibrary loans, and a variety of programs designed to enhance students' library research skills. Furthermore, the library offers a self-paced credit course on the use of the library and an online course on information competency.

The library opened in 1970 with 37,366 square feet of assignable space. Recent remodeling added 12,142 square feet, for a total of 49,508 square feet. The library includes a state-of-the-art computer laboratory and an information commons, each of which houses 30 computers. Furthermore, there are nine student study rooms and a video conferencing area for faculty and staff use.

DVC Library and the libraries of the other two colleges in the district share a library automation system through which patrons can access the library collection at all three colleges. Databases currently available to faculty, staff, and students include: Contemporary Authors, Twayne Author Series, Contemporary Literary Criticism, Encyclopedia Britannica, Grove Dictionary of Art, Newsbank (Includes Contra Costa Times), InfoTrac databases, Health Wellness Center, National Newspapers (Includes S.F. Chronicle), Ethnic Newswatch, New York Times, Country Watch, and College Source (college catalogs).

The discussion that follows centers around assessment of the library using nine indicators for library resources and services. These indicators include the library collection, personnel, expenditures, physical plant, reference assistance, instructional programs, circulation, utilization , and interlibrary loans. It should be noted that the data for 2000-01 represent an anomaly for DVC library due to the remodeling of facilities. During this year, the library occupied smaller, temporary quarters with limited access to only part of its collection and services.

Discussion of the nine indicators will be addressed from two perspectives:

- Benchmarking of library resources and performance against those at five peer community colleges. These peer colleges include American River, DeAnza, Fresno City, Orange Coast, and San Diego Mesa. The goal is to enhance performance at the college and to develop a tool for identifying areas in need of improvement.
- Longitudinal analysis of library resources and performance over time. The period of analysis is five years, 1996-97 to 2000-01.

Data in this section are based on California Colleges Library and Learning Resources Annual Data Survey, 1996-97 through 2000-01.

A. Library Benchmarking

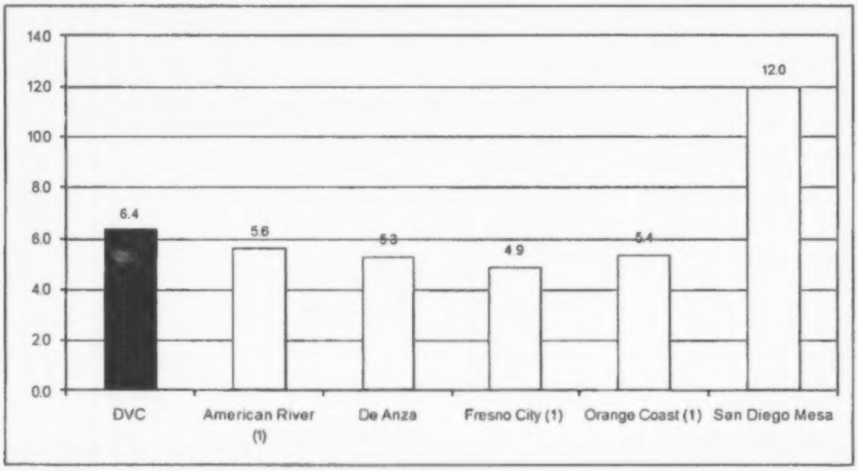
Library Collection

Table 6.6.1 Library Collection, DVC and Peer Colleges, 2000-01

Category	DVC	American River (1)	De Anza	Fresno City (1)	Orange Coast (1)	San Diego Mesa
FTES	17,529	16,620	19,736	15,312	18,134	18,893
Book and Serials (number of volumes)	88,286	85,171	82,095	73,864	96,694	99,458
Bound Periodicals	2,642	7,439	1,000	1,183		590
Current Periodicals	421	938	1,140	369	430	300
Microforms (number of volumes)	20,648		20,200			126,489
Total Library Holdings	111,997	93,548	104,435	75,416	97,124	226,837
Holdings per FTES	6.4	5.6	5.3	4.9	5.4	12.0

(1) Total holdings for these colleges are based on California Community Colleges Library and Learning Resources Programs Annual Data Survey, 1999-2000. All other data are based on the 2000-01 Survey.

Figure 6.6.1 Total Holdings per FTES, DVC and Peer Colleges, 2000-01



Comments: Table 6.6.1 and Figure 6.6.1 present information on the size of the library collection at DVC and at peer community colleges in 2000-01. The total library collection at DVC reached approximately 112,000 volumes. The largest collection among peer colleges was at San Diego Mesa, where the library has 227,000 volumes, of which 126,000 were microform items. In comparing the size of the collection among peer colleges, one should take into consideration the size of the enrollment in terms of full-time equivalent students (FTES). The ratio of library holdings per FTES can serve as a basis for comparison among institutions of different sizes. The ratio of holdings per FTES stood at 6.4 items for DVC, compared to less than six items for other colleges, except San Diego Mesa (12 items). In short, DVC's library collection compares favorably with that of peer colleges in the state.

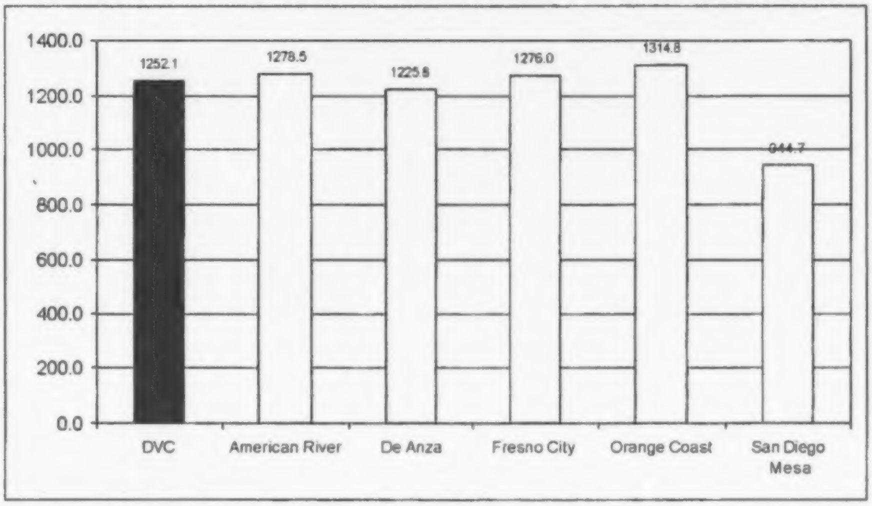
Library Personnel

Table 6.6.2 Library Personnel, DVC and Peer Colleges, 2000-01

Category	DVC	American River (1)	De Anza	Fresno City (1)	Orange Coast	San Diego Mesa
Management	1.00	-	1.00	-	1.00	
Supervisor	-	-	-	-	NA	-
Faculty	6.00	6.50	4.10	5.00	6.00	7.00
Classified Staff	7.00	6.50	11.00	7.00	7.08	13.00
Total Staff	14.00	13.00	16.10	12.00	14.08	20.00
FTES	17,529	16,620	19,736	15,312	18,512	18,893
FTES per Library Staff	1252.1	1278.5	1225.8	1276.0	1314.8	944.7

(1) Total personnel for these colleges are based on California Community Colleges Library and Learning Resources Programs Annual Data Survey, 1999-2000. All other data are based on the 2000-01 Survey.

Figure 6.6.2 FTES per Library Staff, DVC and Peer Colleges, 2000-01



Comments: Table 6.6.2 and Figure 6.6.2 present information on the size of the library staff at DVC and at peer community colleges in 2000-01. These numbers represent full-time equivalent (FTE) staff members, but do not include student assistants. The total number of library staff at DVC stood at 14 FTE persons in 2000-01. One of the indicators of comparison among the colleges is the average number of FTES served by one library staff person. A higher average would mean a higher work load for the staff but lower cost of operations. On the other hand, a lower number may mean better service to students but certainly a higher cost of operations. In comparing the peer community colleges, DVC's FTES per FTE staff stood at 1,252, meaning that on the average, each full-time staff person serves the equivalent of 1,252 full-time students. This average falls somewhere in the middle of DVC's peer colleges. The lowest ratio existed at San Diego Mesa (944.7), while the highest ratio was at Orange Coast (1,314.8). In short, DVC library staffing is comparable to that of other colleges.

Library Expenditures

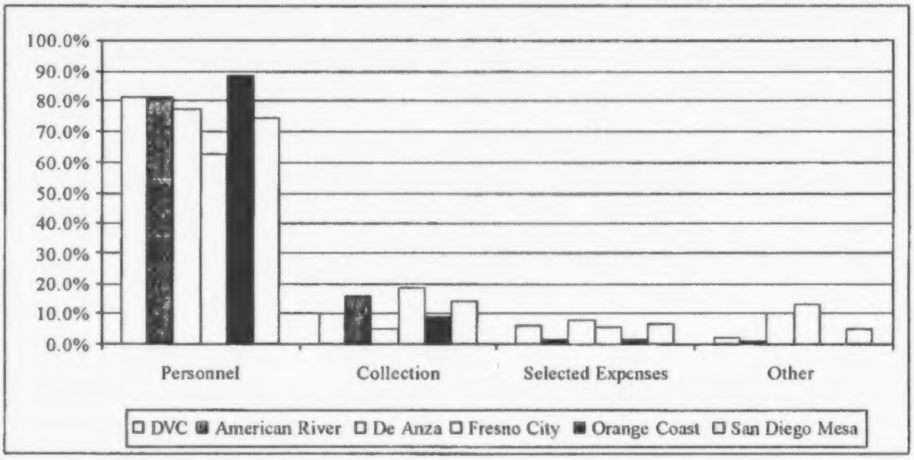
Table 6.6.3a Library Expenditures, DVC and Peer Colleges, 1999-00

Category	DVC	American River	De Anza	Fresno City	Orange Coast	San Diego Mesa	Total
Personnel (1)	$1,095,328	$745,550	$1,196,825	$413,794	$1,050,546	$904,627	$5,406,671
%	81.4%	81.4%	77.5%	62.6%	88.9%	74.3%	78.7%
Collection	$133,875	$144,834	$74,308	$125,000	$108,431	$172,766	$759,214
%	9.9%	15.8%	4.8%	18.9%	9.2%	14.2%	11.1%
Selected Expenses	$82,678	$15,124	$120,808	$38,323	$20,846	$79,520	$357,299
%	6.1%	1.7%	7.8%	5.8%	1.8%	6.5%	5.2%
Other	$34,089	$10,227	$153,019	$84,239	$1,840	$60,000	$343,414
%	2.5%	1.1%	9.9%	12.7%	0.2%	4.9%	5.0%
Total	$1,345,970	$915,735	$1,544,960	$661,356	$1,181,663	$1,216,913	$6,866,598
%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

(1) This amount represents library salaries plus the allocated fringe benefits for the library.

Source: Annual survey, California Community Colleges, Library and Learning Resources Programs, Fiscal Year Ending June 30, 2001.

Figure 6.6.3a Operating Expenses per FTES, DVC and Peer Colleges, 1999-00



Comments: Library operating expenses consist of four broad categories including personnel salaries, library collection, selected expenses for on-line databases and automated library systems, and other expenses for travel, supplies, and equipment. These expenses do not represent the full cost of operating the library; the cost of utilities, maintenance, repairs and major capital outlays are not included. The expenditure data are presented for 1999-2000 since the 2000-01 data are not available for several colleges in the peer group. DVC's total operating expenses amount to $1,346,000. The breakdown of expenses by the four major categories is slightly different for DVC compared to the average for the six peer colleges. DVC allocated a relatively larger percentage of its expenditures to personnel salaries (81.4% for DVC vs. a group average of 78.7%) and to library databases (6.1% for DVC vs. a group average of 5.2%). On the other hand, the college allocated a relatively lower percentage of its budget to the library collection (9.9% for DVC vs. a group average of 11.1%) and to other expenses (2.5% vs. a group average of 5.0%). To enhance its collection, the college may need to allocate a relatively larger percentage of its budget for that purpose.

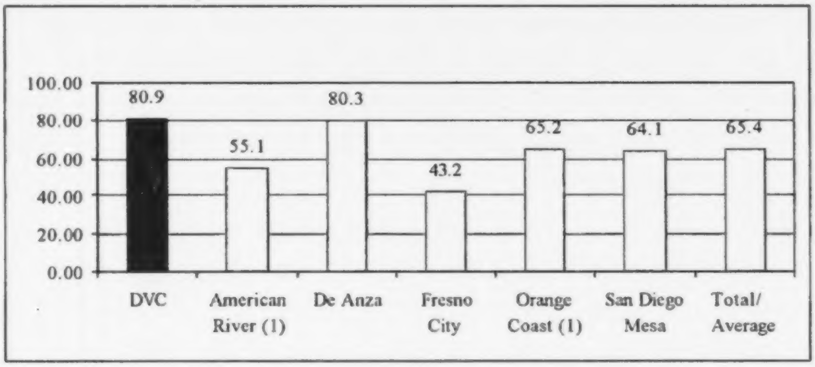
Table 6.6.3b Library Expenditures, DVC and Peer Colleges, 1999-00

Category	DVC	American River (1)	De Anza	Fresno City	Orange Coast (1)	San Diego Mesa	Total/ Average
FTES	16,636	16,620	19,235	15,312	18,134	18,998	104,935
Personnel							
Salaries	$932,493	$621,292	$990,842	$370,947	$875,455	$705,511	$4,496,540
Fringe Benefits	$162,835	$124,258	$205,983	$42,847	$175,091	$199,116	$910,131
Subtotal	$1,095,328	$745,550	$1,196,825	$413,794	$1,050,546	$904,627	$5,406,671
Personnel Expenses per FTES	65.84	44.86	62.22	27.02	57.93	47.62	51.52
Collection							
Books and Serials	$97,130	$110,700	$39,599	$100,000	$57,195	$131,787	$536,411
Periodicals and Newspapers	$24,737	$34,134	$23,697	$25,000	$43,025	$32,101	$182,694
Microforms	$11,559	$0	$11,012	$0	$8,211	$8,878	$39,660
Machine Readable Materials	$449	$0	$0	$0	$0	$0	$449
Subtotal	$133,875	$144,834	$74,308	$125,000	$108,431	$172,766	$759,214
Collection Expenses per FTES	8.05	8.71	3.86	8.16	5.98	9.09	7.24
Selected Expenses							
Bibliographic Utilities	$3,397	$8,000	$11,200	$0	$6,730	$4,000	$33,327
On-Line Data Bases	$64,078	$0	$69,922	$19,853	$14,116	$75,520	$243,489
Automated Library Systems	$15,203	$0	$23,686	$0	$0	$0	$38,889
Capital Outlay	$0	$0	$16,000	$18,000	$0	$0	$34,000
Binding	$0	$7,124	$0	$470	$0	$0	$7,594
Subtotal	$82,678	$15,124	$120,808	$38,323	$20,846	$79,520	$357,299
Selected Expenses per FTES	4.97	0.91	6.28	2.50	1.15	4.19	3.40
Other Expenses							
Equipment	$19,816	$6,099	$19,000	$49,239	$0	$0	$94,154
Other Operating Expenses	$14,273	$4,128	$134,019	$35,000	$1,840	$60,000	$249,260
Subtotal	$34,089	$10,227	$153,019	$84,239	$1,840	$60,000	$343,414
Other Expenses per FTES	2.05	0.62	7.96	5.50	0.10	3.16	3.27
Total							
Total Operating Expenses	$1,345,970	$915,735	$1,544,960	$661,356	$1,181,663	$1,216,913	$6,866,598
Total Operating Expenses per FTES	80.91	55.10	80.32	43.19	65.16	64.05	65.44

Source: California Community Colleges Library and Learning Resources Programs Annual Data Survey, 1999-00

(1) Fringe benefits are estimated at 20%

Figure 6.6.3b Operating Expenses per FTES, DVC and Peer Colleges, 1999-00



Comments: DVC's total library expenditures per FTES in 1999-00 were the highest among the six peer colleges ($80.9 for DVC vs. an average of $65.4 for the peer group). While DVC's expenditures per FTES for library personnel and for selected items (databases and library systems) were relatively higher than most peer colleges, the college lagged behind others with respect to expenditures on the library collection and on other expenses for supplies, travel, and equipment. In short, DVC library expenditures per FTES compare favorably with other peer colleges, despite the need to augment the expenditures on the library collection. These expenditures also reflect the commitment of the college to modernize the library through on-line databases and automated library systems.

Library Physical Plant

Table 6.6.4 Library Physical Plant, DVC and Peer Colleges, 2000-01

Category	DVC	American River (1)	De Anza	Fresno City (1)	Orange Coast	San Diego Mesa
Assignable Square Feet (ASF)	49,508	15,151	48,000	30,000	22,784	59,201
Seating	504	351	1,200	590	117	750
FTES	17,529	16,620	19,736	15,312	18,512	18,893
ASF per FTES	2.82	0.91	2.43	1.96	1.23	3.13
FTES per Seat	34.8	47.4	16.4	26.0	158.2	25.2

(1) Total Physical Plant and FTES for these colleges are based on California Community Colleges Library and Learning Resources Programs Annual Data Survey, 1999-2000. All other data are based on the 2000-01 Survey.

Figure 6.6.4a ASF per FTES, DVC and Peer Colleges, 2000-01

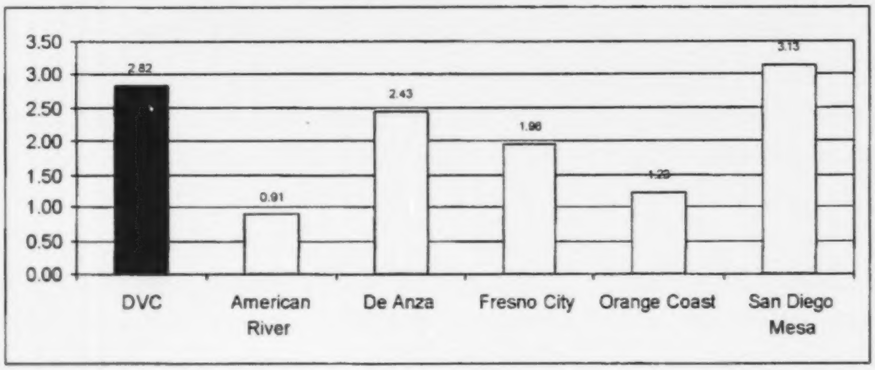
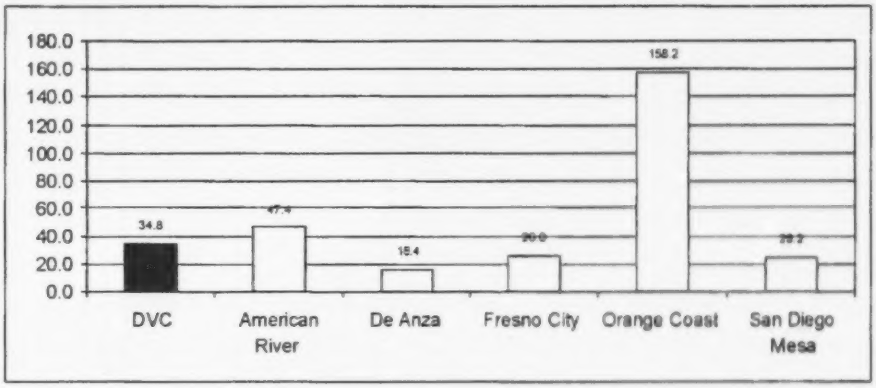


Figure 6.6.4b FTES per Seat, DVC and Peer Colleges, 2000-01



Comments: Table 6.6.4 presents information on library assignable square feet (ASF) and seating capacity at DVC and peer institutions in 2000-01. Based on this table, DVC has the second largest ASF among its peers. The ratio of ASF per FTES provides a basis for comparison among community colleges. The higher the ratio, the better off the college is meeting the needs of its students. This ratio stood at 2.82 at DVC, compared to 3.13 at San Diego Mesa and less than 1.0 at American River. Another indicator of space capacity is the number of FTES per library seat. The **lower** the number, the better off the college would be in meeting student demand. For DVC, that number stood at 35, compared to a high of 158 for Orange Coast and a low of 16 for DeAnza. In summary, DVC's library appears to provide adequate space to meet student needs in the foreseeable future.

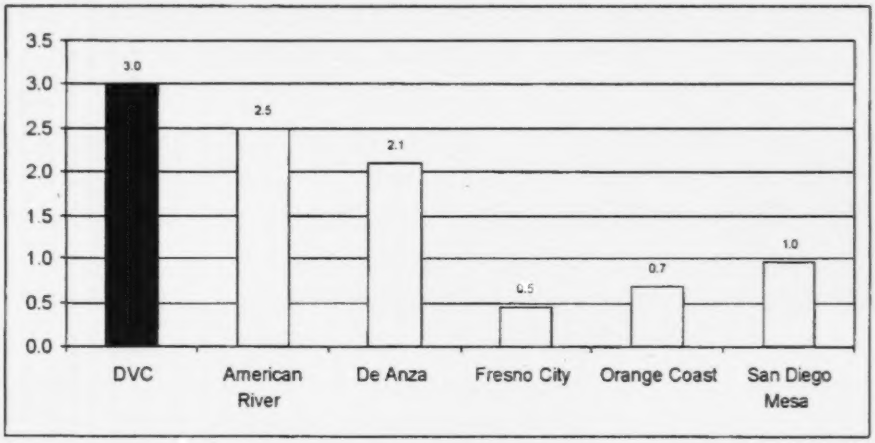
Library Reference Assistance

Table 6.6.5 Library Reference Assistance, DVC and Peer Colleges, 2000-01

Category	DVC	American River (1)	De Anza	Fresno City (1)	Orange Coast	San Diego Mesa (1)
Reference Questions	17,000	31,680	17,010	5,592	12,768	16,280
Directional Questions	26,000	4,792	9,234	1,400	-	1,904
On-Line searched	9,600	4,920	15,300	-	-	-
Total Reference	52,600	41,392	41,544	6,992	12,768	18,184
FTES	17,529	16,620	19,736	15,312	18,512	18,893
Reference per FTES	3.0	2.5	2.1	0.5	0.7	1.0

(1) Total Library Reference and FTES for these colleges are based on California Community Colleges Library and Learning Resources Programs Annual Data Survey, 1999-2000. All other data are based on the 2000-01 Survey.

Figure 6.6.5 Reference per FTES, DVC and Peer Colleges, 2000-01



Comments: Reference Assistance consists of three types of services carried out by the library staff. These services include assistance with reference questions, directional questions, and online searches. Total reference assistance may be accurately counted daily by the staff or it may be estimated periodically using a random sample of activities per week or month. DVC's numbers are based on a sample of one to two weeks which is projected for the year. The disproportionate number of directional questions in 2000-01 is explained by the relocation to temporary quarters, necessitating considerable reorientation of patrons. One of the bases for comparison among peer institutions is the ratio of reference assistance per FTES. For DVC, that ratio stood at 3.0 in 2000-01, compared to 2.5 at American River and 2.1 at DeAnza. Data for other colleges appear to be incomplete. The data presented in the table call for a more accurate counting and consistent reporting of information by all community colleges. As can be seen from the table, there are several inconsistencies in reporting the data. Therefore, no conclusions can be reached in evaluating these services. Comparison of time spent per reference transaction would help measure the impact of new technologies on reference usage patterns.

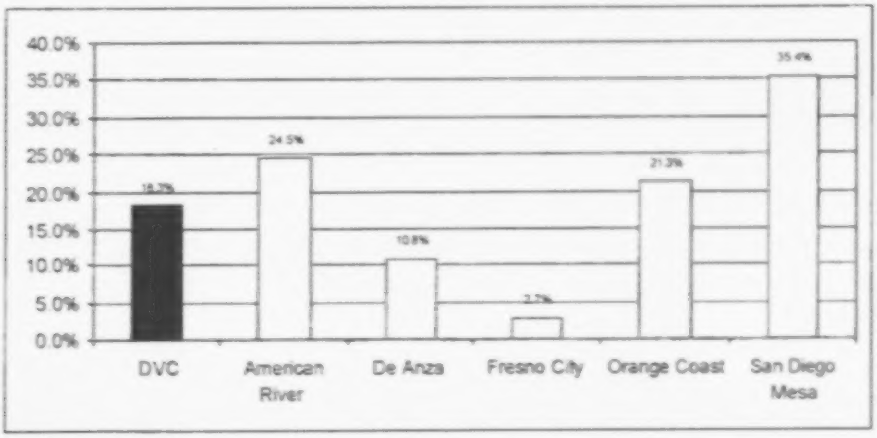
Library Instruction/Orientation

Table 6.6.6 Library Instruction/Orientation, DVC and Peer Colleges, 2000-01

Category	DVC	American River (1)	De Anza	Fresno City (1)	Orange Coast	San Diego Mesa
Orientation, Lectures, Tours	119	163	85	17	133	350
Students Participating	3,203	4,075	2,125	420	3,940	6,679
Students Participating per Orientation (participating/Orientation)	26.9	25.0	25.0	24.7	29.6	19.1
FTES	17,529	16,620	19,736	15,312	18,512	18,893
Percentage of FTES Participating in any Orientation (participating/FTES)	18.3%	24.5%	10.8%	2.7%	21.3%	35.4%

(1) Total Library Instruction and FTES for these colleges are based on California Community Colleges Library and Learning Resources Programs Annual Data Survey, 1999-2000. All other data are based on the 2000-01 Survey.

Figure 6.6.6 Percentage of FTES Participating in Library Instruction and Orientation, DVC and Peer Colleges, 2000-01



Comments: While operating from temporary quarters, DVC conducted a total of 119 lectures, orientations, and tours in 2000-01. The average in more representative years exceeded 150 activities. The number of participants in these instructional activities exceeded 3,200 at DVC, or an average of 27 participants per function. (The higher the ratio, the more effective the activity would be in terms of total number of students reached and the cost of the librarians' time.) The average for DVC compares favorably with that of peer colleges. Another possible measure of effectiveness is the percentage of FTES participation in instructional activities. The higher the percentage of participation, the more these activities impact a larger number of students. For DVC, 18.3% of the FTES participated in instructional activities, compared to a high level of 35.4% at San Diego Mesa and a low level of 2.5% at Fresno City. In short, DVC stands in the middle tier among its peers with respect to participation in instructional activities in 2000-01.

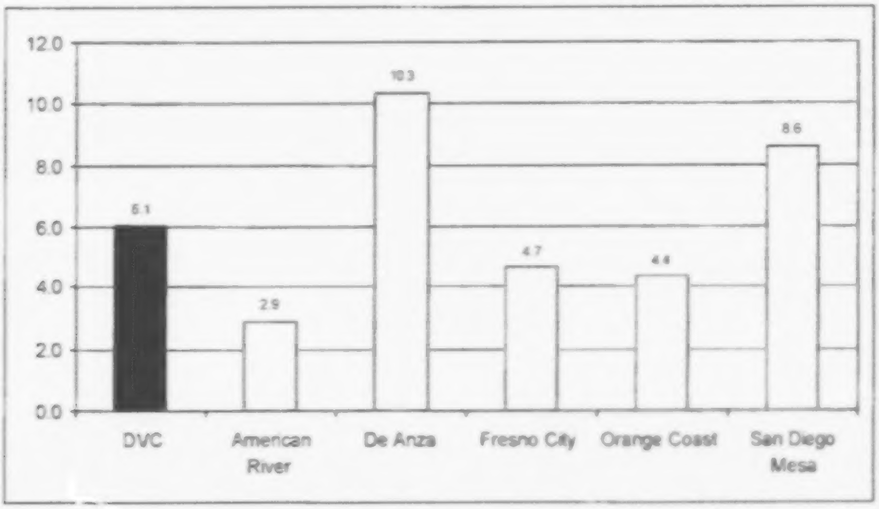
Library Circulation

Table 6.6.7 Library Circulation, DVC and Peer Colleges, 2000-01

Category	DVC	American River (1)	De Anza	Fresno City (1)	Orange Coast	San Diego Mesa
Books	15,672	NA	97,439	NA	23,728	71,255
Reserves	2,495	NA	36,381	NA	8,978	65,390
Other	-	NA	5,135	NA	-	5,865
In-House Use	88,000	NA	65,100	NA	48,320	19,690
Total Circulation	106,167	48,397	204,055	71,300	81,026	162,200
FTES	17,529	16,620	19,736	15,312	18,512	18,893
Total Circulation per FTES	6.1	2.9	10.3	4.7	4.4	8.6

(1) Total Circulation and FTES for these colleges are based on California Community Colleges Library and Learning Resources Programs Annual Data Survey, 1999-2000. All other data are based on the 2000-01 Survey.

Figure 6.6.7 Circulation per FTES, DVC and Peer Colleges, 2000-01



Comments: Circulation includes books, items on reserve, and in-house use of printed and other materials. While measurement of circulation has become more accurate due to electronic check-outs, counting of in-house circulation presents a question mark for the researcher. Circulation of books and items on reserve at DVC was relatively low in 2000-01, probably due to the building renovation. The in-house use of library materials appears to be estimated. Total circulation per FTES is an indicator of usage that is useful in comparing libraries at peer colleges. The number for DVC stood at 6 compared to a high of 10 at DeAnza and a low of approximately 3 at American River. In short, while DVC appears to be doing well in this area, further research is needed to determine the factors influencing circulation such as age of the collection, access to on-line resources, full-text databases, and the use of internet sources. The library should also consider implementing more accurate measures of in-house use of library materials.

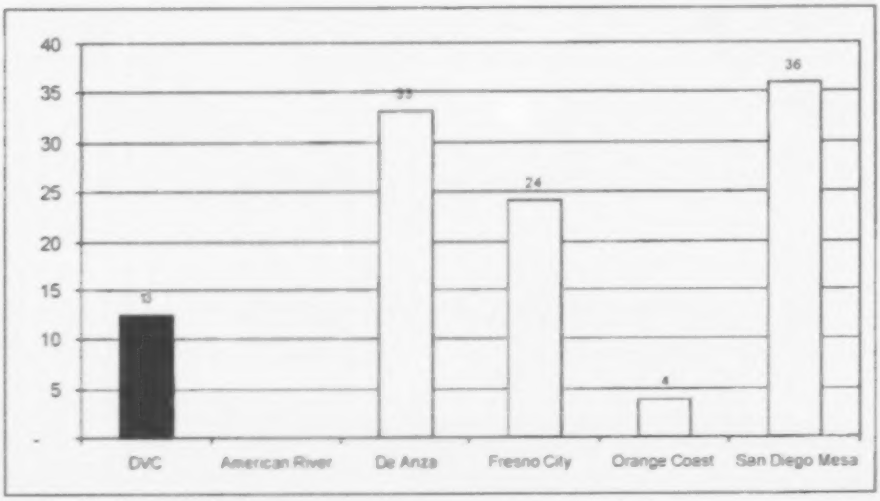
Library Facilities Utilization

Table 6.6.8 Library Facilities Utilization, DVC and Peer Colleges, 2000-01

Category	DVC	American River	De Anza	Fresno City (1)	Orange Coast	San Diego Mesa
Facilities Utilization	220,199	NA	652,331	370,000	70,650	680,777
Community Utilization	64	NA	52	7	-	-
Total Utilization	220,263	-	652,383	370,007	70,650	680,777
FTES	17,529	17,007	19,736	15,312	18,512	18,893
Facilities Utilization per FTES	13		33	24	4	36

(1) Total Circulation and FTES for this college is based on California Community Colleges Library and Learning Resources Programs Annual Data Survey, 1999-2000. All other data are based on the 2000-01 Survey.

Figure 6.6.8 Library Facilities Utilization per FTES, DVC and Peer Colleges, 2000-01



Comments: Facilities utilization represents the total annual gate count at the library, while community utilization represents the number of library cards issued to patrons in the community. Community utilization at peer community colleges is a relatively small number (single or double digit). The ratio of facilities utilization per FTES indicates the average number of times the library is utilized by an equivalent of a full-time student per year. In 2000-01, the average utilization ratio for peer colleges fell between a low of 4 times at Orange Coast and a high of 36 times at San Diego Mesa. Average utilization for DVC was at the low end of the scale, with only 13 times per FTES. The relatively low utilization rate for DVC may be due to the library closure for remodeling in 2000-01. In the future, data on facilities utilization, based upon full-year's access to the expanded, remodeled facility, will give a more accurate picture of usage. Furthermore, comparison should be made between visits to the "brick and mortar" facilities and visits to the electronic library resources.

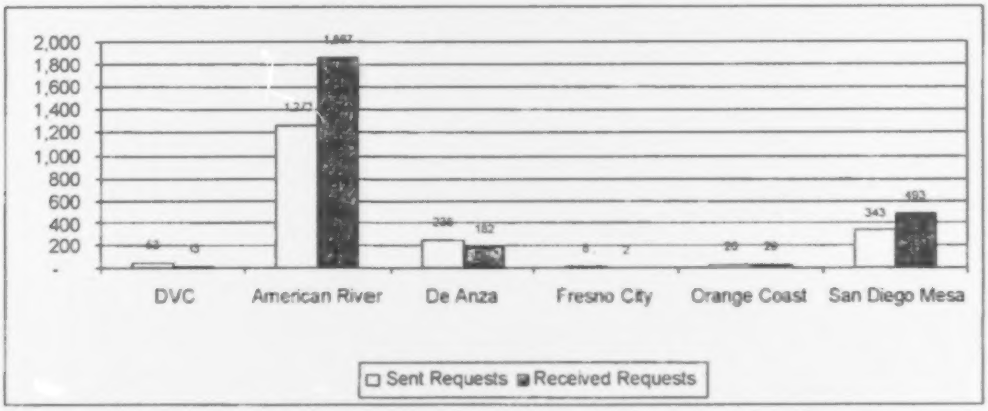
Interlibrary Loans

Table 6.6.9 Interlibrary Loans, DVC and Peer Colleges, 2000-01

Category	DVC	American River (1)	De Anza	Fresno City (1)	Orange Coast	San Diego Mesa
Requests Sent	53	1,273	238	8	26	343
Requests Filled	46	1,197	172	8	23	313
% of requests filled	87%	94%	72%	100%	88%	91%
Requests Received	13	1,867	182	2	29	493
Requests Filled	5	1,753	11	2	28	406
% of Requests Filled	38%	94%	6%	100%	97%	82%

(1) Total Interlibrary loans for these colleges are based on California Community Colleges Library and Learning Resources Programs Annual Data Survey, 1999-2000. All other data are based on the 2000-01 Survey.

Figure 6.6.9 Interlibrary Loans Sent and Received, DVC and Peer Colleges, 2000-01



Comments: Interlibrary loans represent two types of requests: Loan requests sent out to other libraries for borrowing material, and loan requests received from other libraries for lending material. Measures of effectiveness in this area include the number of requests sent and received and the percentages of filling each of these two types of requests. With the exception of American River, requests sent and received appear to be relatively low at all peer colleges. DVC library data fall at the lower end of the scale with 53 requests sent and only 13 requests received, compared to three-digit numbers for DeAnza and San Diego Mesa and four-digit numbers for American River. Fresno City and Orange Coast numbers fall below that of DVC. DVC's requests sent were filled at a high rate of 87%, but the requests received were filled at a low rate of only 38%. The low number of requests received and the low percentage of filling them may be interpreted as an indication of weakness in the library collection. However, the low borrowing rate may be attributed to several factors, including students' unwillingness to wait the requisite one to three weeks for arrival of the requested material, effectiveness of the library staff in locating the needed information within the DVC collection, and the availability of on-line and internet resources. In general, DVC's library may need to examine this service more closely and find some mechanisms for improvement.

A. Longitudinal View

The longitudinal analysis of DVC library data covers a period of five years, 1996-97 to 2000-01. The purpose of the analysis is to provide a historical perspective that tracks the library performance over time. To enhance comparison among years, data for the nine performance indicators are indexed against the number of full-time equivalent students for the respective years. It should be noted that data for 2000-01 represent an anomaly in many respects. This is due to displacement to temporary quarters and the inaccessibility of parts of the collection during the library remodeling project.

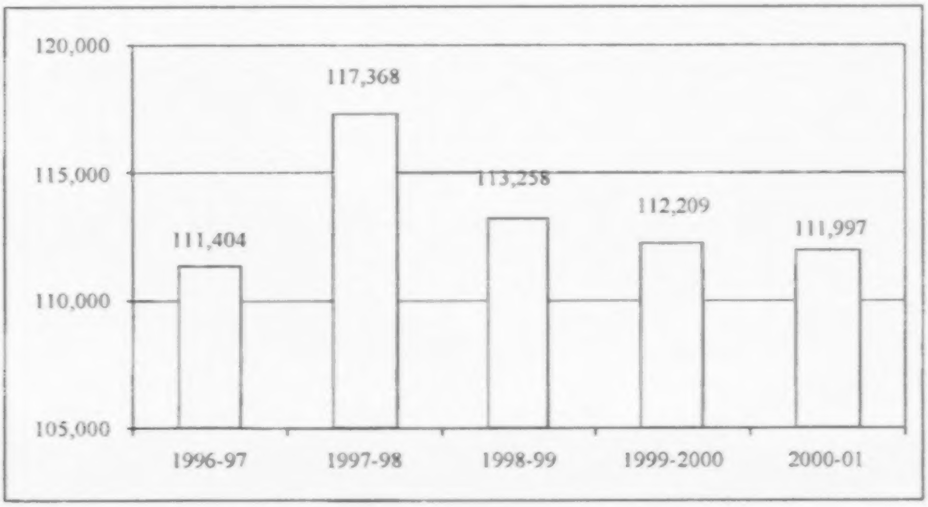
Collection

Table 6.6.10 DVC Library Collection, 1996-97 to 2000-01

Category	1996-97	1997-98	1998-99	1999-2000	2000-01	Change 1996-97 to Count	Change 1996-97 to Percentage
FTES	15,929	14,144	16,094	16,636	17,529	1,600	10.04%
Book and Serials (number of volume	89,462	90,954	90,470	88,498	88,286	(1,176)	-1.31%
Bound Periodicals	2,159	2,536	1,950	2,642	2,642	483	22.37%
Current Periodicals	318	303	334	421	421	103	32.39%
Microforms (number of volumes)	19,465	23,575	20,504	20648	20,648	1,183	6.08%
Total Library Holdings	111,404	117,368	113,258	112,209	111,997	593	0.53%
Holdings per FTES	6.99	8.30	7.04	6.74	6.39	(0.60)	-8.64%

Source: Annual survey, California Community Colleges, Library and Learning Resources Programs, Fiscal Year Ending June 30, 2001.

Figure 6.6.10 DVC Library Collection, 1996-97 to 2000-01



Comments: Total library collection expanded marginally by only 593 volumes or 0.5% between 1996-97 and 2000-01. Expansion was mainly in periodicals and microforms, but the number of books and serials declined. While the total collection remained almost the same, there was an increase in FTES by 10.0%. Consequently, the number of volumes per FTES declined from 7.0 to 6.4 volumes, representing a decrease in this indicator of library performance by 8.6%. Undoubtedly, there is a need to enhance the library collection in future years.

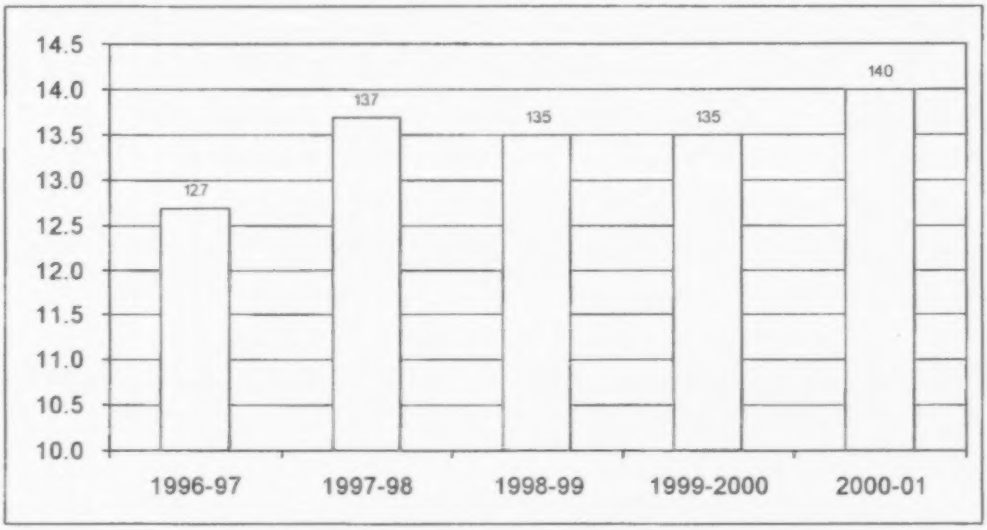
Personnel

Table 6.6.11 DVC Library Staff, 1996-97 to 2000-01

Category	1996-97	1997-98	1998-99	1999-2000	2000-01	Change 1996-97 to 2000-	
						Count	Percentage
FTES	15,929	14,144	16,094	16,636	17,529	1,600	10.04%
Count of FTE Staff	12.7	13.7	13.5	13.5	14.0	1.30	10.24%
FTES per Staff	1254	1032	1192	1232	1252	(2.00)	-0.16%

Source: Annual survey, California Community Colleges, Library and Learning Resources Programs, Fiscal Year Ending June 30, 2001.

Figure 6.6.11 DVC Library Staff, 1996-97 to 2000-01



Comments: The number of FTE library staff positions increased from 12.7 in 1996-97 to 14.0 in 2000-01, representing a growth of 10.2% during this period. In comparing the number of positions between 1999-00 and 2000-01, there was an addition of a new one-half position for a part-time librarian at San Ramon Valley Center. Despite the slight increase in staffing, the number of FTES per staff person remained almost the same in 2000-01 (1,252) as it was in 1996-97 (1,254). In other words, the library is catching up with the growth in student enrollment.

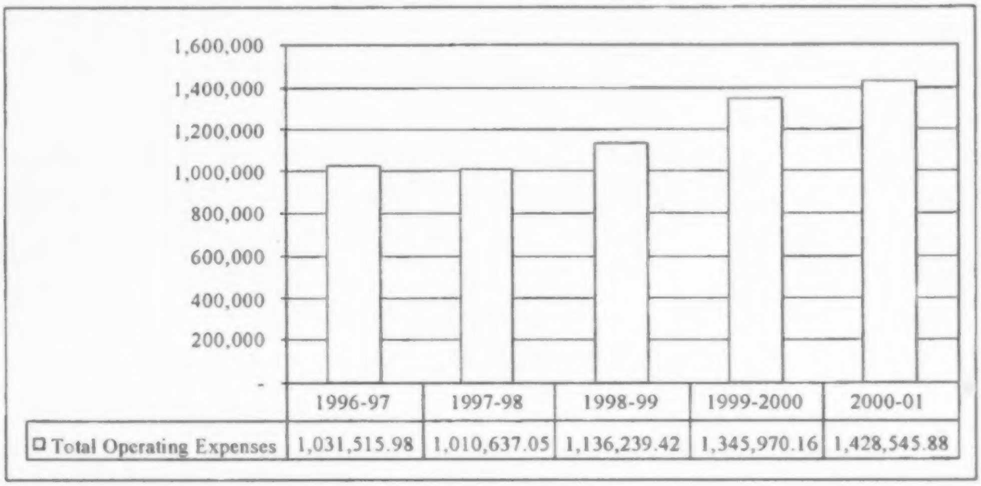
Expenditures

Table 6.6.12 DVC Library Expenditures, 1996-97 to 2000-01

Category	1996-97	1997-98	1998-99	1999-2000	2000-01	Change 1996-97 to	
						Count	Percentage
FTES	15,929	14,144	16,094	16,636	17,529	1,600	10.0%
Personnel							
Salaries	$695,738	$723,062	$801,454	$932,493	$995,329	$299,591	43.1%
Fringe Benefits	$156,775	$159,108	$152,734	$162,835	$167,329	$10,554	6.7%
Subtotal	$852,513	$882,170	$954,188	$1,095,328	$1,162,658	$310,145	36.4%
Personnel Expenses per FTES	$53.5	$62.4	$59.3	$65.8	$66.3	12.81	23.9%
Collection						-	
Books and Serials	$72,173	$58,824	$74,032	$97,130	$61,875	($10,298)	-14.3%
Periodicals and Newspapers	$22,748	$23,514	$19,435	$24,737	$23,337	$589	2.6%
Microforms	$14,484	$15,145	$13,571	$11,559	$12,474	($2,010)	-13.9%
Machine Readable Materials	$708	$85	$4,858	$449	$1,801	$1,093	154.4%
Subtotal	$110,113	$97,568	$111,896	$133,875	$99,487	($10,626)	-9.7%
Collection Expenses per FTES	$6.9	$6.9	$7.0	$8.0	$5.7	($1.2)	-17.9%
Selected Expenses						-	
Bibliographic Utilities	$1,000		$2,764	$3,397	$4,612	$3,612	361.2%
On-Line Data Bases	$20,835	$21,055	$23,562	$64,078	$66,724	$45,889	220.2%
Automated Library Systems			$15,880	$15,203	$37,383	$37,383	
Capital Outlay			$12,568			$0	
Binding	$197					($197)	-100.0%
Subtotal	$22,032	$21,055	$54,774	$82,678	$108,719	$86,687	393.5%
Selected Expenses per FTES	1.4	1.5	3.4	5.0	6.2	4.8	348.4%
Other Expenses						-	
Equipment	$18,449	$9,844	$15,381	$19,816	$893	($17,556)	-95.2%
Other Operating Expenses	$28,409	$0	$0	$14,273	$56,789	$28,380	99.9%
Subtotal	$46,858	$9,844	$15,381	$34,089	$57,682	$10,824	23.1%
Other Expenses per FTES	$2.9	$0.7	$1.0	$2.0	$3.3	$0.3	11.9%
Total						-	
Total Operating Expenses	$1,031,516	$1,010,637	$1,136,239	$1,345,970	$1,428,546	$397,030	38.5%
Total Operating Expenses per FTES	$64.8	$71.5	$70.6	$80.9	$81.5	$16.7	25.8%

Source: California Community Colleges Library and Learning Resources Programs Annual Data Surveys, 1996-97 to 2000-01

Figure 6.6.12 DVC Total Library Expenditures, 1996-97 to 2000-01



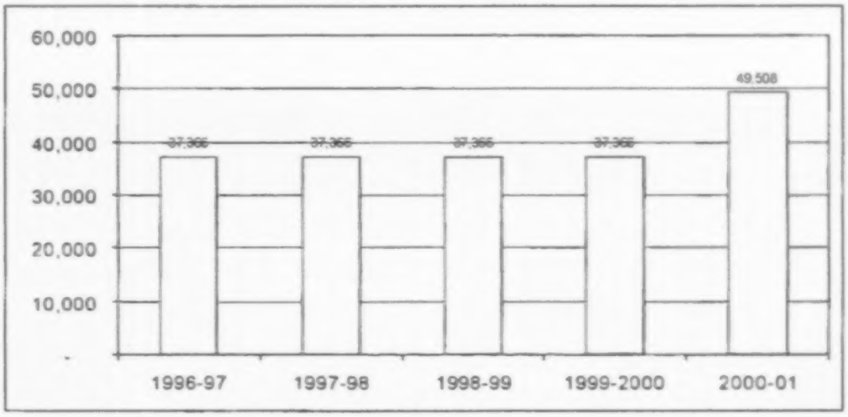
Comments: Total library expenditures increased by $397,030 between 1997-98 and 2000-01, representing a significant increase of 38.5%. The major portion of this increase was allocated to personnel salaries and to acquisition and maintenance of online databases and automated library systems. In contrast, expenditures on the library collection declined during this period by 9.7%. Once again, the college should examine the allocation of its library expenditures and make every effort to enhance its library collection.

Physical Plant

Table 6.6.13 ASF at DVC Library, 2000-01

Category	1996-97	1997-98	1998-99	1999-2000	2000-01	Change 1996-97 to 2000-01	
						Count	Percentage
FTES	15,929	14,144	16,094	16,636	17,529	1,600	10.04%
Assignable Square Feet (ASF)	37,366	37,366	37,366	37,366	49,508	12,142	32.49%
ASF per FTES	2.3	2.6	2.3	2.2	2.8	0.48	20.40%

Figure 6.6.13 ASF at DVC Library, 2000-01



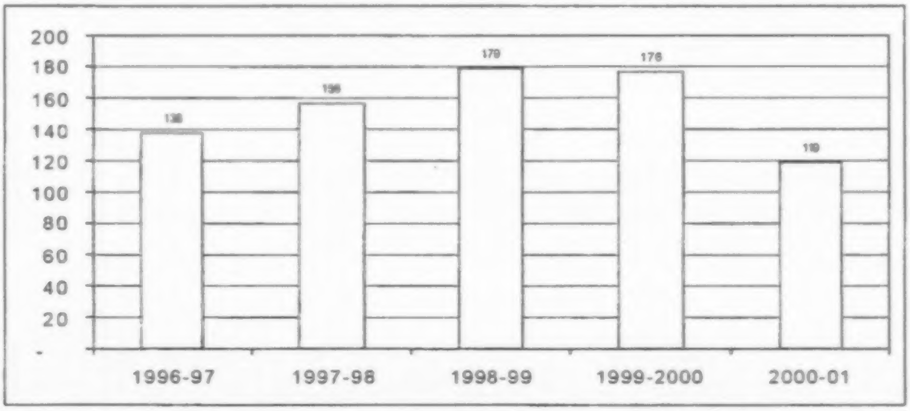
Comments: The completed library remodeling and expansion in 2000-01 added 12,142 square feet of space to the library, or an additional 32.5% of the existing space in 1996-97. Total assignable square feet in the library (ASF) in 2000-01 stood at 49,508 square feet. Assignable square feet per FTES kept pace with the growth in student enrollment. During the period between 1996-97 and 2000-01, ASF per FTES increased from 2.3 to 2.8, or an increase in 20.4%. Apparently, the library expansion is projected to meet the needs of the college for the foreseeable future.

Instruction and Orientation

Table 6.6.14 Instruction and Orientation at DVC Library, 1996-97 to 2000-01

Category	1996-97	1997-98	1998-99	1999-2000	2000-01	Change 1996-97 to 2000-01	
						Count	Percentage
FTES	15,929	14,144	16,094	16,636	17,529	1,600	10.04%
Count of programs	138	156	179	176	119	(19)	-13.77%
Count of participants	3,925	3,623	1,475	4,252	3,203	(722)	-18.39%
Participants per program	28	23	8	24	27	(1.53)	-5.37%
% Participation per FTES	25%	26%	9%	26%	18%	-6.37%	-25.84%

Figure 6.6.14 Instruction and Orientation at DVC Library, 1996-97 to 2000-01



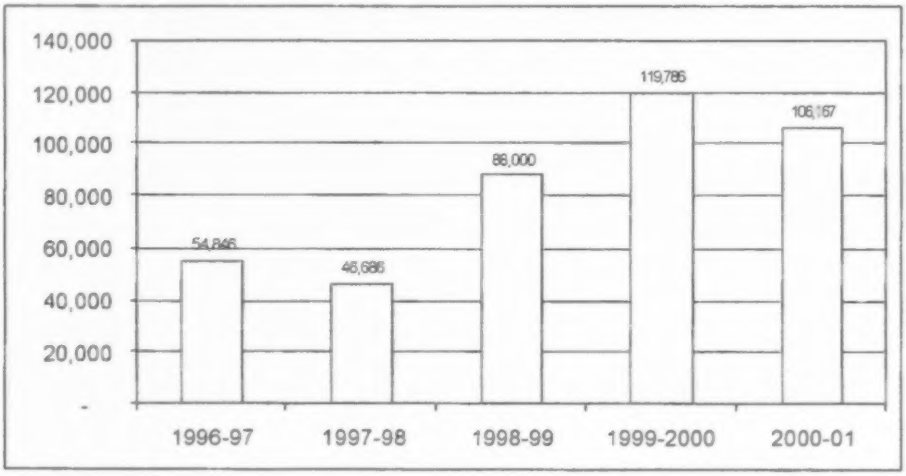
Comments: The library instructional programs expanded steadily for four years, then declined sharply in 2000-01. The number of participants also declined by more than 18%. It appears that once again, the library closure for remodeling had a significant impact on this activity. On the average, a healthy one-fourth of FTES participated in the library instructional programs.

Circulation

Table 6.6.15 Circulation, 1996-97 to 2000-01

Category	1996-97	1997-98	1998-99	1999-2000	2000-01	Change 1996-97 to 2000-01 Count	Change 1996-97 to 2000-01 Percentage
FTES	15,929	14,144	16,094	16,636	17,529	1,600	10.04%
Count of Circulation	54,846	46,686	88,000	119,786	106,167	51,321	93.57%
Circulation per FTES	3.4	3.3	5.5	7.2	6.1	2.7	79.41%

Figure 6.6.15 Circulation, 1996-97 to 2000-01



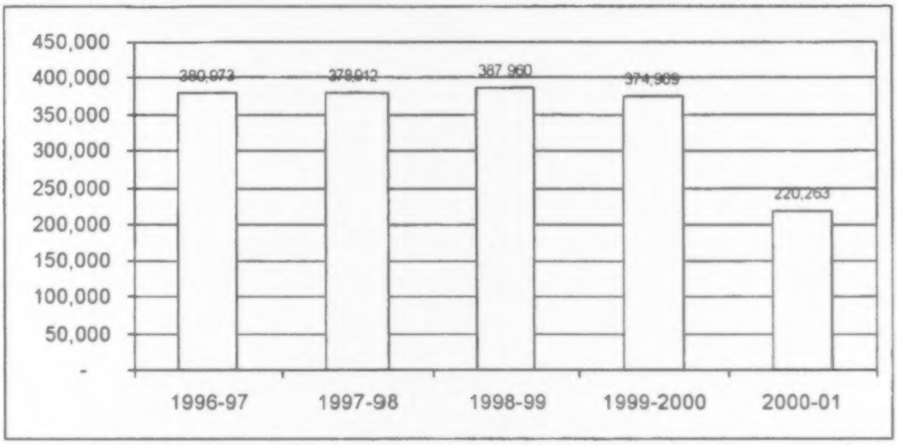
Comments: Library circulation almost doubled between 1996-97 and 2000-01. Furthermore, the circulation per FTES increased from 3.4 to 6.1, or 79% above the base year. Despite this phenomenal growth in circulation, the changes from year to year have not been consistent, declining in 1997-98, increasing in 1998-2000 and then declining in 2000-01. Remodeling and availability of remote access are probable causes.

Utilization

Table 6.6.16 Utilization, 1996-97 to 2000-01

Category	1996-97	1997-98	1998-99	1999-2000	2000-01	Change 1996-97 to 2000-01 Count	Change 1996-97 to 2000-01 Percentage
FTES	15,929	14,144	16,094	16,636	17,529	1,600	10.04%
Count of Utilization	380,973	378,912	387,960	374,969	220,263	(160,710)	-42.18%
Utilization per FTES	23.92	26.79	24.11	22.54	12.57	-11.35	-47.46%

Figure 6.6.16 Utilization, 1996-97 to 2000-01



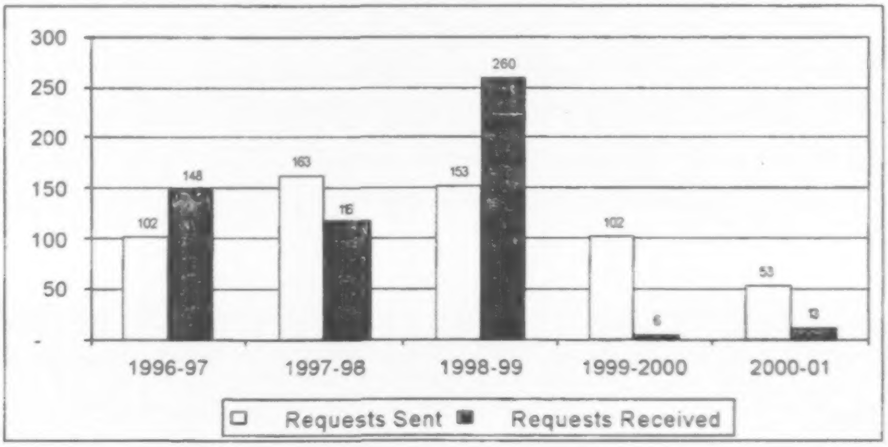
Comments: Library gate count fell sharply in 2000-01 compared to the previous four years. Utilization per FTES reached a low level of 12.6 in 2000-01 compared to 23.9 in 1996-97. The decline was due to library closure for remodeling.

Interlibrary Loans

Table 6.6.17 Interlibrary Loans, 1996-97 to 2000-01

Category	1996-97	1997-98	1998-99	1999-2000	2000-01	Change 1996-97 to 2000-01 Count	Change 1996-97 to 2000-01 Percentage
FTES	15,929	14,144	16,094	16,636	17,529	1,600	10.04%
Requests Sent	102	163	153	102	53	(49)	-48.04%
% Filled	90.20%	94.48%	100.00%	91.18%	86.79%	-3.40%	-3.77%
Loan Requests	148	116	260	6	13	(135)	-91.22%
% Filled	95.95%	95.69%	44.62%	83.33%	38.46%	-57.48%	-59.91%

Figure 6.6.17 Interlibrary Loans, 1996-97 to 2000-01



Comments: This service area experienced serious declines in both the number of loan requests made and loan requests received. Furthermore, the percentage of orders filled for requests received fell sharply from 96.0% to 38.5% in 2000-01. This is an area that probably needs more thorough examination to understand the underlying causes for the declines that took place during the past few years.

Library: Summary and Implications

DVC library made significant strides to enhance the quality of its services over the past five years. The improvements made by the library during this period reflect a systematic and ongoing commitment on the part of the college's leadership to strengthen the library. Evidence of this commitment can be found in higher budget allocations that steadily increase annually for five years. Between 1996-97 and 2000-01, total library expenditures increased by 38%. The library building was renovated and a state-of-the-art computer laboratory and information commons were added. These recent renovations added 32% more square feet to the existing library space. While the library experienced marginal growth in the print collection, library personnel were added and online subscriptions experienced a modest growth of 10%.

Undoubtedly, these additions represent an investment in the future improvement in library services. However, examination of data for the service indicators points to areas where further analysis will be enlightening. The data presented raises interesting questions about library collection growth, library circulation, utilization, interlibrary loans, reference assistance, and instructional programs. The library appears to have lagged behind other libraries at peer institutions in some of these areas. The library should also refine mechanisms for accurate reporting of data, particularly for those related to the measurement of the reference assistance and in-house use of library materials. Continued refinement of data collection and thorough assessment of library services will undoubtedly insure the solid commitment of the college to support and enhance the library for many years to come.

7. Evaluation of the College's Strategic Plan

Excellence in Teaching and Learning

The College will:

1. **consistently and regularly measure its effectiveness in fulfilling its mission based on the success of its students.**

   The following studies measuring the effectiveness of the college, especially in terms of the Partnership for Excellence (PFE) goals and the new area of student learning outcomes, were completed in 2002-03:

   - Student transfer to four-year institutions
   - Degrees and certificates awarded
   - Performance of under-prepared students
   - Service area high school students
   - Extended Opportunity Programs and Services (EOPS)
   - Disabled Student Services (DSS)
   - International students
   - Students at SRVC
   - Weekend students
   - Vocational students
   - Partnership for Excellence (PFE) programs
   - Student performance by educational goals
   - Diversity of students and faculty
   - College productivity

   Other activities of the Office of Research included the revision of the DVC "Fact Book" and the expansion of the research office web site to include a new model on student persistence. The Research Office gathered data on student success and retention by course, faculty member, department, division and college; it also administered two campus-wide surveys to measure student satisfaction with college services (ACT Student Opinion Survey and ACT Faces of the Future Survey). The data will be used to improve services throughout the college.

   A study researching the effectiveness of three assessment instruments in mathematics was concluded; the results were used to improve access and to enhance student performance in elementary, intermediate, and college algebra.

   Two other research studies have been launched to validate the assessment instruments in chemistry and dental hygiene, to be completed in 2003-04 and 2004-05, respectively.

   A newsletter from the Office of Research, *The DVC Researcher*, was initiated to promote a better understanding of research and institutional effectiveness issues.

2. **strengthen its instructional program review process and use this process for making decisions regarding funding, staffing, and program development.**

A joint Program Review Task Force completed the development of a new program review model. It includes both a self-study component and an external review. The Planning Council will develop procedures to ensure that the program review information and recommendations are built into current processes for resource allocations. This program review process has been approved by the Faculty Senate and the Planning Council and is ready for full implementation, beginning in fall 2003.

In January, recognized experts in the field of student learning outcomes, Jim and Karen Nichols, presented a successful flex day workshop. Subsequently, a Faculty Senate Task Force for Student Learning Outcomes was established to develop clear and measurable student learning outcomes, and a college-wide task force was created to explore ways to measure the impact of student services as well as examine broader institutional issues.

3. **ensure a rigorous ongoing review of its curriculum to strengthen the emphasis of all programs on the development of critical-thinking and problem-solving skills of students.**

The instruction office and the Curriculum Committee cooperated in the development of a number of procedural changes that are expediting the curriculum approval process and ensuring a more effective and systematic review of all curriculum. This process identifies courses that have been approved subject to minor revision, courses that have had technical review and have been returned to a division for revisions, courses that are outdated and require Title 5 revisions and courses slated for deletion. Courses not taught in the past five years will be automatically deleted on March 31, unless departments submit a compelling reason to keep a course active.

Curriculum training sessions for the campus community are offered during flex days and whenever need arises. A full time workforce development coordinator assists faculty in developing new programs, degrees, and certificates, as well as updating all existing certificates.

The college is still struggling to find a process to systematically assess the development of critical thinking, problem solving or other goals of our general education program. Through our student learning outcomes project we will be exploring ways in which the effectiveness of general education might be assessed.

4. **continue to review its courses and programs to determine which can be provided effectively in an alternative delivery format and schedule.**

DVC's number of online, short-term and weekend courses continues to increase. The online offerings at DVC grew from 75 to 120 courses during the academic year, in addition to 14 hybrid classes. Over 200 faculty web pages are now online. The college's weekend program increased significantly to 189 sections. In addition to nine, twelve, and fifteen-week classes offered for the fall and spring term, 14 four-week and additional three-week intersessions are scheduled during the summer. This flexibility will provide options to students throughout the academic year and encourage retention.

5. **expand instructional offerings at off-campus locations and expand the opportunities for distance learning.**

Beginning in fall 2002, responsibility for scheduling and coordinating the off-campus locations was given to San Ramon Valley Campus (SRVC). Currently, the college is serving approximately 1,000 students at six off-campus locations including California State University at Hayward (CSUH)-Contra Costa, the Walnut Creek Center and four local high schools.

The college is offering 34 courses at the Contra Costa campus of CSUH, up from 26 last year. Courses available at local high schools, the new Walnut Creek Center and other off-campus locations have been stable and successful.

DVC offered extensive staff development for distance learning during the 2002-03 year and a summer institute focusing on the use of technology in the traditional classroom and online. A new digital media studio was implemented for faculty and staff to produce digital audio and streaming video for distance learning.

6. **meet the needs of under-prepared students by offering additional basic skills and ESL courses, including instruction in reading, writing, math, computers, physical sciences, and information literacy.**

While demand has not justified a major expansion of basic skills courses, DVC continues to expand its student support programs to increase the success of underprepared students. In 2002, DVC's Educational Talent Search Program began a six-week summer academic program designed to assist middle and high school students with basic skills in math, English and technology.

The Relations with Schools office and the Puente Program are partnering with the math department to offer college success workshops to supplement the summer Math Excel Program.

The First Year Experience (FYE) project addresses student support needs of all incoming students; however, the primary focus of the program is to provide resources and information to under-prepared students, hoping to improve their life and college skills and thereby increase their educational success. The college held its first new student convocation, "1st Connections", in January 2003. This program included workshops that stressed decision-making, career choices, and academic and career planning. Additionally, veteran students led panels on the benchmarks of successful students and offered success tips. FYE also offered four workshops during the spring semester focusing on student survival skills and academic planning.

A newly developed course, Learning Skills 60, addresses the basic skills and developmental education needs of students with disabilities. The course is an open-entry, open-exit offering that incorporates specific learning strategies workshops with small group instruction and teaches students how to work and study in group settings to maximize knowledge acquisition.

7. **continue to expand its efforts to integrate multi-cultural and international perspectives into its curriculum and programs and to hire faculty and staff who reflect the diversity of the student populations.**

Unfortunately, the diversity initiative that DVC began in 2001 with the assistance of consultants from Harvard and Berkeley has had little effect. Due to the dispute over administrative reorganization, there was limited follow-through from the staff development office or the Diversity Task Force. Nevertheless, DVC has continued its efforts to hire a more diverse faculty and staff and to create a campus climate welcoming diversity in all its forms. The California budget crisis and subsequent hiring freezes have made progress in diversity by faculty and staff difficult, but the college has continued to expand its multicultural events. Among some of the notable events this year were the following multicultural and international events sponsored by faculty and by ASDVC clubs:

Social Science Department:	sponsored Ethnic Storytelling Festival;
Diversity Awareness Committee:	sponsored brown bag gatherings;
Muslim Students Association:	offered films and debates;
Latino Students Association:	sponsored Cinco de Mayo and Cesar Chavez celebrations;
International Students:	sponsored the film "An Untold Triumph";
BSU and BEA:	sponsored Black History Month activities;
Filipino Club:	sponsored the film "An Untold Triumph"

8. **provide campus-wide access to computers for students, faculty, and staff, including an increased access to computer labs and an increased use of technology in the delivery of instruction.**

The college has made great strides in terms of access to technology and its use in instruction. DVC is providing computers to all full-time faculty, and IT received funding to replace 120 outdated faculty computers, 90 student lab computers and 100 staff and manager computers. The IT department facilitated faculty training on the best pedagogical use of instructional technology through participation in staff development workshops and 4faculty.org, an online professional development network of resources and learning modules designed specifically to meet the needs of community college faculty.

In 2002-03, the information technology office installed seven new computer labs – three business labs, two multimedia labs, a state-of-the-art foreign language instruction lab and a Geographic Information System lab, in addition to upgrading computers in the computer center and engineering labs. The new BFL building was equipped with LCD projectors and AV cabinets in every classroom. To encourage and increase the use of this technology, workshops and summer institutes are provided. The Humanities building was remodeled to include upgraded audio-video equipment in the classrooms. Information technology infrastructure planning was done for the remodeling of the Physical Science, Life Science, Business Education and the new SRVC site.

Support Services for Students:

The College will:

9. expand tutoring services, improve access to information resources and computer technology, increase bilingual support services, and provide other services to assist students in meeting their educational goals.

In fall 2002, the new DVC Tutoring Center opened after the extensive remodel of the Media Center, establishing a central administrative site. This state of the art facility offers individual and group tutoring. In its first two months, the Tutoring Center served 706 DVC students.

Sharing of PFE funds with the English, math, and life science tutoring labs helped to improve access to tutoring during summer. Coordination between deans, other managers and the coordinator of tutoring services resulted in sharing of best practices and standardization of several processes at DVC. Supervised tutoring continues to generate significant non-credit FTES, now tracked through the STARS system.

At SRVC, the library remodel was completed during the summer of 2002 to include space for supervised tutoring and an open computer lab for students. Tutoring services for ESL students have been the primary focus this year, and further development of tutoring services will continue in the coming year.

Results of the analysis of several VTEA surveys led to the identification of a large number of additional students that were eligible for economic assistance, subsequently increasing federal funding for the college ($80,000 to $100,000), which will be used to augment the success of students in vocational programs.

The college enhanced its bilingual support services by offering bilingual tours and presentations as well as a DVC information "phone tree" in both English and Spanish.

The Dean of Student Life and the ASDVC have initiated talks with Planned Parenthood, the County Mental Health Department and the County Health Department to discuss the creation of a health center at DVC.

10. establish an International Student Center to serve international students and to provide all students an opportunity to increase their knowledge of other cultures and languages.

Despite extensive efforts, DVC was not successful in developing a partnership to fund a new International Student Center as part of the new bookstore. However, the international student club has become very active with the addition of a strong faculty advisor who is internationally experienced. In addition, a new international student services coordinator was hired whose skill has enhanced the development of the international student club, international student activities, and services to international students. These efforts all serve the college's goal to integrate the international students into its diverse student body.

11. **improve the integration and coordination of student services and centralize as many of these services as possible in a single location**

During fall 2002, a team was established to develop plans for the new integrated student services building. The team visited various sites in the state to see how other colleges have enhanced service to students by combining their program into one building. After the architectural firm had been selected, student services staff met regularly with the team and the architects to voice recommendations and concerns. At the end of the spring 2003 term, drawings were shared with student services staff for additional input; these will be submitted to the state office in the near future. Completion of the remodel is expected for 2008.

As an interim solution, the Information Center near the bookstore is becoming the primary location for initial information at and about DVC, assisting students in the use of registration technology, providing general information to students about our programs and services, and responding to email inquiries.

12. **take an active role in identifying potential transfer students and providing them with a full range of transfer services, ensuring students experience a smooth transition to a four-year College or university.**

During the 2002-03 academic year, the renovated transfer center expanded its services, focusing on increasing the communication with potential transfer students by circulating brochures, pamphlets and posters to inform and encourage transfer. A campaign to encourage staff, faculty and administration to wear clothing with college and university logos has been very successful in generating discussions with students about different college transfer opportunities. As a result of these efforts, student use of the transfer center has increased by almost 50%.

The full-time counselor at SRVC continues to develop more comprehensive transfer counseling services, which include classroom visits, application and transfer agreement workshops, and the coordination of visits to and from four-year colleges and universities. For the first time this year, SRVC sponsored a reception for transferring students so that those going to the same institution could connect with each other.

SRVC formed a fast growing Transfer Club during the spring 2003 term, and DVC will establish a similar club in the near future.

13. **develop and implement ways of using technology to improve the admissions, counseling, and registration processes and more effectively provide information to students.**

During the 2002-03 academic year, access to information and technology has been the focus of the Enrollment Services Team, resulting in significant reduction of admissions lines, as students were able to apply, register and search for classes online. To ensure students' access to computers, the student union computer lab extended office hours during registration periods. Over 93% of DVC students registered online or by telephone during the spring 2003.

The assessment center is working with counselors to implement a computerized and centralized database to assist in making informed decisions based on multiple measures. The center is also in the process of developing innovative and effective assessment tools for English, math, and ESL. Together, those actions will make the assessment practice more efficient. Also, the new counseling department's website (Eadvisor@dvc.edu) has proven very useful as unique visitor numbers have increased from 568 to 817 during the 2002-03 academic year.

DVC's employment services are online, providing information on temporary and long-term student jobs. For career information, the Eureka Career Guidance System is now available to students via the Internet.

Establishment of Public and Private Partnerships in the Community

The College will:

14. **develop and implement expanded outreach activities with local schools and Regional Occupational Programs (ROP) partners. Such activities will include the articulation of instructional programs and services, increasing the preparation of students for college-level work, and recruiting and providing services to high school students.**

    In 2002-03, the college expanded its already extensive school partnerships with several new initiatives. The Relations with Schools Office has developed new partnerships with the Contra Costa County Advancement Via Individual Determination Program (AVID) and the City of Concord by providing classroom presentations and through participation in community events. The mission of AVID, supported by DVC, is to ensure that all students, especially students who are capable of completing a college preparatory path but need additional encouragement, succeed in the most rigorous curriculum, enter mainstream activities of the school and increase their enrollment in colleges. Many of the participants in AVID are first generation college enrollees.

    Disability Support Services (DSS) has developed a presentation to inform parents of high school students and special education instructors about how to best facilitate the transition of students with disabilities to DVC. In addition, DSS sponsored "A Morning at DVC" to assist students with a one-stop matriculation process.

15. **develop and implement new partnerships with public and private organizations, which include: identifying the programs needed for workers in the local labor market; ensuring that curriculum and programs are current; sharing facilities and resources; jointly applying for public and private funding; and providing work experience, internship, and mentoring opportunities for students.**

    DVC works closely with the Contra Costa Council, the Contra Costa Economic Partnership, the County administration, the college's service communities and other groups to ensure that DVC's offerings remain current and meet workforce needs. DVC has also developed strong relationships with the colleges in the region east of the Berkeley hills, from Las Positas College in the south, through Napa Valley College and Solano College. Working together on grant opportunities encourages focus on what is an emerging regional entity within the greater Bay Area.

To better inform high school students about DVC's offering of vocational and technical programs, the Relations with Schools Office has partnered with the Workforce Development Office to host the "DVC Vocational Technical Education Fair" and the "College Park High School Health and Fitness Career Education Fair". New career and technical program "view" books, brochures and resource binders are distributed regularly to all local high schools and community groups in order to better inform potential students regarding DVC certificate offerings. Data regarding the effectiveness of these efforts is not yet available.

The City of San Ramon and the San Ramon/Tri-Valley Telecommunications Incubator continued its efforts to offer the student-run web design business with the goal of developing a curriculum around the concept of 'entrepreneurship'. A grant has been approved but not funded by the Community College Chancellor's office.

The Regional Health Care Collaborative project includes a significant number of public and private partners working with us to develop a strategy to meet the need for a well-prepared workforce in the health care industry. The grant received from the Community College Chancellor's office has been approved but not funded. In light of the urgency expressed by the community, SRVC is developing contacts for alternative funding sources.

The Geographical Information System/Geographical Positioning System program is currently awaiting final approval from the state, and working closely with Contra Costa County and the Department of Community Development in efforts to map the entire county's watershed system. The opportunity for staff training and placement of numerous students as interns with the county and other public agencies makes this partnership very attractive.

Involvement with Contra Costa's Business and Education Partnership, designed as a meeting place for employers and educational curriculum designers, will help to transition K-12 students to DVC and into successful careers.

16. continue to develop the San Ramon Valley Center and establish a permanent site for the center to better serve South County.

Plans for the permanent San Ramon Valley Center site are in the final stages and scheduled for review by the state architect's office later this year. In April, the District Board took the action necessary to secure title to the property and begin the infrastructure improvements required before building can begin. Phase 1 of the project includes a 55,000 square foot building consisting of 33 classrooms, an area for administrative and faculty offices, and a one-stop student services center. Escrow closed in May and groundbreaking is planned for later this year.

SRVC's enrollment continues to grow. Headcount has exceeded 5,000 students for the past two years. Over half of the students at SRVC are now enrolled exclusively at this site and do not take classes on the main campus. Course offerings at SRVC have been developed to the point where students are able to complete the entire AA degree, CSU GE, and/or IGETC requirements at SRVC. Plans for a gerontology certificate program at SRVC are under development.

17. ***expand the accessibility of instructional programs and services by establishing more off-campus sites.***

Beginning fall 2002, responsibility for scheduling and coordinating the off-campus locations was given to SRVC. Currently, the college is serving approximately 1,000 students at six off-campus locations including CSUH Contra Costa, the Walnut Creek Center and at four different high school sites.

At CSUH Contra Costa Center alone DVC offered 34 sections, up from 26 last year. The Walnut Creek Center saw its 21 sections well attended, an increase from 18 sections last year. At local high schools, sections decreased slightly from 48 to 45.

Planning and Evaluation

The College will:

18. strengthen its research and reporting capabilities to provide accurate and timely information on student enrollment trends and projections.

The college continues its work to significantly enhance the accuracy and timeliness of the enrollment information by working closely with the District, and by utilizing Datatel's capabilities more fully. After a software update, Datatel Colleague now generates data related to student financial aid, on-line student applications, academic standing, human resources, payroll, and financial data. Also, COGNOS data cubes for enrollment comparisons, primarily for comparable terms, are now available. Web-based reports are accessible to track daily and weekly enrollment changes at DVC, SRVC and the college as a whole.

The annual enrollment (FTES) projection for 2002-03 was completed and greatly improved by the availability of the captured data. Advancements to include variables, particularly those related to budget reductions and the proposed increases in tuition, will continue. These projections are crucial in predicting future revenues for the college.

Analysis of enrollment trends, considering a wide array of variables, will enable the college to develop plans for meeting the changing needs of different groups of students. DVC improved research and reporting capabilities have provided the more accurate and timely information that is crucial for policy formation and decision-making.

19. **develop a marketing and recruitment effort which includes enhancing high school recruitment, reaching under-served populations, increasing international student enrollment, and targeting employees in business and public organizations.**

DVC, in concert with the District, developed a bilingual (English/Spanish) marketing piece to inform parents of underprepared students about educational opportunities, available financial aid, and general success strategies for college students. Posters and flyers in Spanish are also available to reach and motivate potential transfer students.

Recruitment efforts in South America and Asia by the International Education Center (IEC) effectively prevented a decline in international student enrollment for fall 2003 in spite of world tension. The number of international students at DVC has increased from 900 students for the year 2000-01 to 1,095 for 2002-03. The college forecasts significantly higher enrollment numbers for the coming academic year.

The federally funded Educational Talent Search Program sponsored twelve parent orientation events and over 30 classroom recruitment presentations at middle and high schools to identify potential program participants. These activities helped add 156 participants to the program.

20. **continue to refine the measures of effectiveness data and use the data to inform decision-making about hiring, budgeting, program development, services, and curriculum.**

The college significantly improved its data collection and utility this past year, even though many resource allocation decisions are not yet grounded enough in hard data. Overall, DVC is moving toward more effective ways to strengthen educational programs and services through data utilization.

DVC received financial support from the district to involve managers and faculty in conferences and workshops addressing institutional effectiveness and student outcomes assessment. Two of those workshops were conducted at DVC, led by James and Karen Nichols. Newly formed college-specific work groups are used to apply key concepts and new skills to specific areas.

Data access was developed according to specifications provided in part by DVC faculty and managers to create informational reports using Colleague, the Research Data Warehouse, and COGNOS. The use of division, department, course-level and service-specific data on various productivity and student measures has been implemented in effectiveness and outcome review.

21. **expand the collection of follow-up data on former students to determine how well the College prepared students. This information will be used for hiring, budgeting, program development, services, and curriculum.**

The college continued to improve reporting on transfer students. A study resulted in recommendations to the Transfer Center on the creation of an effective tracking system, still under development at this time.

A targeted "leavers survey" for the purpose of evaluating the students' experience at DVC was completed last year and will be expanded to include the complete cohort in a given year. The data will be used to assist in college-wide planning processes and program review and development.

Continuing to work on collecting more complete data on transfer students, DVC signed an agreement on "Degree Verify" with the National Student Clearing House (NSCH) to obtain information from its nationwide, central repository for its members. It has been a useful but limited tool in determining the status of students who transferred from DVC to other institutions, since a significant number of institutions are not yet members.

22. **improve collegial decision-making; define and clarify the roles and responsibilities of faculty, staff, and administration; and work to improve timelines for decision making.**

The college is taking a number of steps to improve collegiality on campus; however, this area can benefit from additional enhancement. As a significant step towards clarity, Faculty Senate, the Classified Senate, the Associated Students, and the administration created a special task to develop a 'communication and decision making matrix'. The task force, whose work will be completed by December, is creating a matrix that shows who has leadership responsibility, who has input, and who has final authority for each major decision on the campus. The goal is to clarify the decision making process in order to minimize conflicts over who has authority for various decisions. Even though the matrix development process may not be a complete solution to solving college governance issues, it will be a significant step to helping all constituencies understand how the college functions, and should improve timelines for decision making.

In addition, the Leadership Council engaged a consultant to update and regularize all campus procedures, ensuring their consistency with district-wide policy. After completion, the revised procedures will be made available in print and online to minimize conflicts caused by misunderstanding of current regulations.

Student Services has also been involved in collegial decision making regarding the academic dismissal process. Meetings with the Faculty Senate about student appeals for late drops resulted in a recommendation for a broad-based appeals committee. District-wide discussions initiated coordination of the disciplinary and reinstatement processes.

Maintenance of a Solid College Infrastructure

The College will:

23. **pursue additional sources of funding, including public and private grants to support innovation; public and private partnerships; fee-based and contract-education programs; a strong and effective College foundation; and an alumni association.**

With the addition of the new grant writer/developer position we have begun an aggressive program to identify and pursue additional funding sources, resulting in over $760,000 in approved or pending grants. In addition, the Foundation's new executive director is making contacts in the community, meeting with prospects who may be in a position to support the college.

The California Department of Rehabilitation (DOR) has awarded Diablo Valley College Disabled Student Services (DSS) a two-year, $114,000 grant. The award provides funding for vocational rehabilitation services to 20 DOR clients attending DVC. This program is designed to increase their employment skills through advising, skills workshops and job placement services. Also, the Industry Driven Regional Collaborative (IDRC), working with the State Chancellors Office to encourage enrollment in health care programs, granted DVC $170,000 per year for two years. Another $175, 000 per year for two years has been granted by the State Chancellor's Office for a project titled 'Communication, Information Technology and Business'.

Altogether, another $303,000 in grants are still pending and two have been approved but not funded, awaiting the results of the budget. In addition, we have a verbal approval for a planning grant for the National Science Foundation (NSF). A number of private foundation applications are pending which would provide operational funding for DVC's Foundation.

24. **continue to pursue funding to implement the College's Facilities Master Plan and seek additional resources for deferred maintenance to upgrade and improve existing classrooms.**

Last year's passage of bond Measure A allowed DVC to pursue long deferred maintenance projects and also provides funding for new buildings and remodels according to the Facilities Master Plan. Construction started on the conversion of the old Physical Science building to a new Life Science building while the old Life Science building is being remodeled into a technology center. Construction is in the last stages of the Humanities building earthquake retrofit and face-lift, and the building should reopen by fall. The existing Business Education building will be remodeled and reemerge as a centralized Student Services building. The plans will be ready for review by the State Chancellor's office later this year. The College Center, housing the Hotel and Restaurant Management program and cafeteria, is slated for a remodel, and first drawings have been reviewed, as have plans for the construction of a new bookstore.

The bond funding also provides for many safety oriented and property preservation projects. Pathways and sidewalks are being repaved; roofs, heating, ventilation and air conditioning mechanical systems have been replaced. The DVC pool received a new chlorination system, tile, and an energy efficient sand filter. Fresh paint on many buildings throughout the college preserves and refreshes DVC's look.

25. **develop the necessary infrastructure for technology on campus and provide fiscal support for it.**

In accordance with DVC's Technology Master Plan, approved November 2001, a progress report was posted online and presented to leadership bodies on campus. The report describes the projects and activities that have been initiated or completed for each strategy pertaining to the ten goal areas mentioned in the Master Plan. 114 projects of varied sizes and scopes were completed during the past 18 months. Among those completed projects, the rollout of the student and employee ID card (DVC Connect Card) visibly impacted all constituencies on campus. This photo ID, replacing the ASDVC card, has a cash stripe on the back that can be used for fee-based printing and vending and, more importantly, provides a tool to track students' use of services. DVC joined the Internet2 network for a higher bandwidth infrastructure. The college network infrastructure has been upgraded for faster, more secure access to local information resources. Network file servers were implemented for personal and shared directories to enable resource sharing among departments. A streaming media server was installed for providing streaming audio and streaming video resources. Fee-based printing was instituted in select computer labs to cut wastage and provide fiscal support for supplies.

26. develop and implement a program to provide greater development opportunities for faculty and staff.

Under severe budget restraints, the Staff Development Program continued to address the professional growth needs of faculty and staff. A wide variety of faculty flex activities were offered throughout the year, including workshops on assessment of student learning outcomes, strategies for underprepared students and instructional technology. Even though monies were cut, the college has developed a plan to continue staff development for the next three years.

Student Services has participated in several staff development opportunities during this past year. Workshops to improve customer service skills and team building, as well as targeted information and training sessions on the web advisor Education Plan, degree audit systems, and student outcome tracking were offered to contribute to the professional development of DVC's staff.

As part of the library building remodel, a media conference room was created to provide a wide array of technology resources, including video conferencing, satellite broadcasts, computer and video display. This resource enables faculty and staff to participate in live staff development/demonstration events with other parties.

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EFF-089 (1/2003)